The University of Alabama
Strategic Diversity Report, 2013-2014

Prepared for the UA System, 2014

Table of Contents

I. Executive Summary............................................................................................................2
   A. Summary of UA’s Strategic Diversity Plan (SDP) .........................................................2
   B. Overview of Major Diversity Initiatives by Goal ..........................................................3
   C. Highlights of Progress Made in Increasing African-American Representation in Degrees Conferred, Enrollment and Faculty .................................................................24

II. Report of Initiatives Accomplishing UA’s Five Strategic Diversity Goals .................. 27
    Most recent versions of Section II found online at .......................................................... http://provost.ua.edu/diversity.html

Tables

Tables 1 - 3
   Degree Completions Conferred by Level and Race ..........................................................238

Tables 4 - 6
   Racial Composition of Student Body by Level and Race ....................................................239

Table 7
   Racial Composition of Full-time Faculty (EEO 2) by Race ...................................................240

Table 8
   Racial Composition of Full-time Administrators (EEO 1) by Race .....................................241

Tables 9 - 10
   Racial Composition of UA Faculty and EEO-1 Applicant Pools ..........................................242
I. Executive Summary

A. Summary of UA’s Strategic Diversity Plan (SDP)

Between 2007 and Spring 2008, the University developed and finalized its Strategic Diversity Plan (SDP). The Plan established five goals that have guided efforts to increase and enhance diversity at the University. Each goal carries a set of actions designed to lead to progress. These five goals are:

1. Communicate The University of Alabama’s commitment to diversity as part of its educational mission.
2. Create and sustain an inviting, respectful and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance and prepares students for the global society in which they will live and work.
3. Increase diversity within the University’s faculty and senior-level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences and consequently graduate with a better ability to understand, appreciate and contribute to a global society.
4. Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community and better prepare our students to live and work in an ever-expanding global environment.
5. Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

UA’s eighth annual Strategic Diversity Report (SDR) is a comprehensive review of the University’s initiatives designed to achieve each of the Plan’s five goals. This report documents activities related to each action step and reviews data to assess the progress of these efforts. The information in this SDR highlights activities that took place in the 2013-2014 academic year within our schools and colleges, our divisions and our affiliated units. Although the focus is on activities that occurred primarily between July 1, 2013, and June 30, 2014, this report also includes updates on continuing diversity efforts that began in previous academic years. Fall 2014 data also are included in a few relevant areas in this executive summary.
The University’s diversity initiatives are not isolated to one division, college, department or course of study. Rather, the efforts described herein reflect campus-wide endorsement of UA’s commitment to diversity as part of its educational mission. Some areas of the campus, such as the Division of Student Affairs and the College of Communication and Information Sciences, have developed and annually assess their own strategic diversity plans that complement the University’s plan. Collectively, the initiatives described in this eighth SDR have contributed to an increasingly diverse campus that embraces and celebrates cultural and individual diversity. These efforts have led to a campus environment in Fall 2013 with:

- enrollment of 8,027 minority and international students (23.03% of total enrollment). Of that number, 4,198 identify as African Americans (12.04% of total enrollment), which includes 206 multi-racial individuals who listed African American as a race category (See Tables 1-3);
- employment of 1,040 minority staff members (23.48% of total staff members), 926 of whom are African Americans (20.91% of total staff members), which includes six multi-racial individuals who listed African American as a race category; and
- employment of 234 minority and international full-time faculty members (18.69%), 76 (6.07%) of whom identified as African American. This includes one multi-racial faculty member who listed African American as a race category and excludes two black nonresident aliens (See Table 7).
- employment of 15 minority and international EEO-1 level administrators (13.64% of all administrators), including 11 of whom (10.00%) who identified as African American (See Table 8).
- increased ethnic and racial diversity in the Panhellenic sororities, with 419 women self-identifying as minorities, including 36 as African American, and in the IFC fraternities, with 218 men self-identifying as minorities, including 16 as African-American (Fall 2014 census figures).

B. Overview of Major Diversity Initiatives by Goal

For each goal in the University’s Strategic Diversity Plan, Section I of this report includes statistics, when applicable, and highlights some key initiatives for the 2013-2014 academic year. Section II of this year’s SDR (found at http://provost.ua.edu/diversity.html) encompasses more than 200 pages detailing thousands of diversity-related initiatives, courses, talks, programs and research efforts supportive of the SDP goals. This executive summary is designed to give a snapshot of UA’s efforts and outcomes related to each goal. This overview illustrates how the University continues to enhance awareness and appreciation of cultural and individual diversity, promote community and prepare students for the global society.
Goal One: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

The Action Steps set out in the 2008 SDP to achieve this goal are as follows:

1. Publicize the University’s commitment to diversity as part of its educational mission.
2. Incorporate the University’s commitment to diversity as part of its educational mission in recruiting materials for faculty, administrators and students.

The University communicates its diversity commitment to many its students, faculty, staff, partners and its many communities in a variety of ways. The communication efforts are updated consistently and enhanced each year.

In March 2013, President Judy Bonner sent the following memo to students, faculty and staff to reaffirm The University of Alabama’s Statement on Diversity:

The work of The University of Alabama is of critical importance to our state, nation, and world. Each day our students, faculty, staff and administrators touch lives through their amazing work in and out of the classroom. Guiding our work is a set of core values. They include, but are not limited to, creating an environment that fosters integrity, respect, trust, openness, exceptional performance, and accountability. We work to create an environment that encourages each individual to realize their full potential as we embrace their differences.

The mission of The University of Alabama is to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service. That educational mission is enhanced by the robust exchange of ideas that occurs within a diverse and inclusive environment. Students who learn from each other and from faculty members and administrators, including those at the highest levels of leadership, in an environment with a variety of backgrounds are better able to understand, appreciate, and contribute to our twenty-first century global society. Consequently, the University endorses a student, faculty, and administrative community enriched by women and men of diverse national origins, races, ethnicities, sexual orientations, cultures, socioeconomic and geographic backgrounds, ages, physical abilities, and religious and political beliefs. The University is committed to offering diverse cultural programs, intercultural education, and other educational initiatives (such as the University’s Crossroads Community Center) that enhance awareness and appreciation of cultural and individual diversity, promote community, and prepare students for the global society in which they will live and work.

As an institution of higher learning, The University of Alabama attaches great value to freedom of speech and open debate, but it also attaches great importance to the principles of civility and respect which govern an academic community. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University.
It is the goal of The University of Alabama to cultivate a hospitable campus environment in which all members of the University can work together and learn from each other in a climate of mutual respect. I pledge my personal commitment to this goal, and I hope that all in the campus community will pledge their commitment as well.

Note: Dr. Bonner updated this statement when she reaffirmed UA’s commitment to Diversity in November 2014. That statement will be in the 2014-2015 SDR, but it is now available on the University’s Equal Opportunity Programs website (http://eop.ua.edu/law.html).

The President’s Diversity Statement is found in several places on UA’s website: the Provost’s Diversity page (http://provost.ua.edu/diversity.html), the Student Handbook’s Policies page (http://www.studenthandbook.ua.edu/policyforstudents.html), the Equal Opportunity Program’s Policies and Laws page (http://eop.ua.edu/law.html) and in several places throughout the annual Strategic Diversity Report (for example see the 2012-2013 report at http://provost.ua.edu/uploads/3/9/7/6/39760652/strategic_diversity_report_20122013.pdf). The Office of Equal Opportunity Programs (http://www.eop.ua.edu/) also includes a statement of the university’s commitment to diversity on its pages. These statements signal that diversity is a priority at the highest levels of UA’s administration.

Many deans and vice presidents communicate their area’s commitment to diversity in their programming efforts, through student and faculty recruitment initiatives, and by including diversity statements in student recruitment materials and career services materials. For example, a special College of Arts and Sciences website widely publicizes the college’s commitment to diversity as part of its educational mission (http://diversity.as.ua.edu/missionstatement-and-goals/) and lists diversity-related classes. The Honors College site includes a statement on diversity and asks students to join in the college’s efforts to help diversify its student body and programming (http://honors.ua.edu/honors-college-assembly/diversity/). The College of Communication and Information Sciences publishes its Diversity Plan and its annual Diversity Reports on a special diversity webpage for the college (http://cis.ua.edu/about/assessment/diversity-plan/). Webpages in Student Affairs, as well as many of that division’s printed materials, also highlight the goals inclusivity, nondiscrimination and acceptance of differences.

In addition to statements from the University’s top administrators, many UA faculty members affirm the University’s commitment to diversity by including a personal statement about campus inclusivity on their course syllabi. For example, this statement is found on many syllabi in the Department of Journalism: “The University of Alabama and the College of Communication and Information Sciences are intentionally inclusive communities that strive to have faculty, staff, students and course instruction that reflect the diversity of our society. We do not discriminate on the basis of race, class, linguistic background, religion, gender, sexual orientation, ethnicity, age or physical ability.” Instructors who teach the Freshman
Composition courses (EN 101 and 102), required of all students, are all asked to include a commitment to diversity statement on their course syllabi.

Throughout Section II of this report ([http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html)) are hundreds of examples of courses, initiatives, publications, research projects, presentations and workshops spearheaded by UA faculty, staff and students. These efforts bring state, regional and national attention to UA’s commitment to diversity as part of its educational mission. To provide examples, a few of the efforts from 2013-2014 are highlighted here.

- Personnel from the College of Arts and Sciences distributed A&S’s diversity brochure at the following conferences: Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 2013; McKnight Annual Fellows Conference, October 2013; and the Annual Biomedical Research Conference for Minority Students, November 2013; GREX (Graduate Recruiting Expo), an event to recruit prospective graduate students, February 2014.
- The Manderson Graduate School of Business (MGSB) in the Culverhouse College of Commerce and Business Administration sponsored the National Association of Women MBAs, a not-for-profit organization dedicated to supporting and promoting women MBAs. Its mission is to provide networking opportunities with professionals committed to the development of women’s role in business; increase communication among graduate business schools regarding their initiatives to educate and support future women in business; and support an annual national conference.
- To demonstrate the College of Communication and Information Sciences’ commitment to diversity to its students, an abbreviated version of the diversity statement is displayed through digital signage at four strategic locations in Phifer Hall and one location in the School of Library and Information Studies, on the fifth floor of Gorgas Library. The locations were selected to maximize student exposure to the message. The digital sign reflects the tenets of diversity as expressed in the College’s diversity statement, “Diversity: Celebrated. Appreciated. Embraced.”
- The College of Education’s 50th Anniversary Committee offered a number of programs that focused on communicating the COE’s commitment to diversity and that offered diversity discourse opportunities to the university community. In September 2013, Dr. Carol Lee presented the COE-sponsored Curtis Lecture, titled Theory of Cultural Modeling. In November 2013, Dr. Joyce King presented the Laible Memorial lecture, titled Staying Human: Black Studies and Liberating Education for the Praxis of Freedom. In February 2014, the COE aired the documentary, called The Stand, which captured the account of the 1960s Birmingham selective buying campaign.
- The Graduate School website includes, under the heading of Recruitment and Outreach, a site titled Opening the School House Door, which uses UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence coaspirations in graduate education. The Graduate School also hosted a symposium, Opening the (Graduate) Schoolhouse Door, in September 2013 to commemorate the 50th anniversary of the Stand in the Schoolhouse Door. At the session, attendees learned
more African-American students received graduate degrees in 2012-2013 (281) than the TOTAL African-American graduate student population (277) as recently as 2001-02.

• The College of Human Environmental Sciences’ Children’s Program in the Child Development Research Center is designed to accept children from diverse family units to provide an array of races/cultures/ethnic groups for UA students to observe as they complete course requirements. The Children’s Program holds an Annual Holiday Cultural Celebration where families share their unique cultural celebrations, thus communicating a respect for diversity among children and families of UA and the wider community.

• In the School of Social Work, one of the objectives of both the bachelor’s and master’s degree programs articulates the school’s focus on diversity. This objective states: “Students will demonstrate the ability to practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.” This statement is printed in the student handbooks that are available on Social Work’s website.

• The Capstone International Center’s mission statement is published in each issue of its newsletter, which is mailed throughout Alabama and the Southeast and is listed on its website (http://international.ua.edu/). In addition, UA’s commitment to diversity has been articulated to the community through presentations by the Associate Provost for International Education and CIC staff in conjunction with programming at the Center for Community-Based Partnerships (CCBP) and at meetings with representatives from the Tuscaloosa Industrial Development Authority.

• In the Division of Community Affairs, the Crossroads Community Center communicates the University’s commitment to diversity through display materials presented to potential students and their families at University Days, Bama Bound, Get on Board Day, International Student Orientation, Week of Welcome (WOW) and multiple interactive presentations for student recruiting programs and freshman introductory courses. Crossroads also communicates the varied opportunities the University makes possible for diverse learning experiences through its website, Facebook pages and Twitter accounts. In 2013, the Center started sending a weekly email with diversity-related news and events to its listserv members. News and events also are highlighted via a feed on the Center’s homepage, and Crossroads launched a YouTube channel in the 2012-2013 academic year.

• The Black Belt 100 Lenses Program, a Center for Community-Based Partnerships initiative, combines a research methodology -- photovoice -- with video and critical writing, enabling Black Belt junior high and high school students to analyze their communities with an eye toward grassroots improvements. Black Belt 100 Lenses, in conjunction with the Black Belt Community Foundation, has hosted photograph exhibits on the UA campus and in the communities of the Black Belt. During the 2013-2014 year, a new archive (http://apps.lib.ua.edu/omeka/) was launched to preserve the photos and to detail the contributions of program participants. This was a collaborative
effort with CCBP, the Black Belt Community Foundation and the Alabama Digital Humanities Center.

• In the Division of Student Affairs, the Blackburn Institute’s first overarching value states, “to facilitate diversity of opinion by providing opportunities for students to experience all sides of issues impacting their communities as well as creating situations for open dialog focused on fostering the resolution of issues rather than their mere identification.” The Blackburn Institute ensures that representation of ethnically diverse students appear in promotional and informational materials.

• The Office of Fraternity and Sorority Life in 2013-2014 added a formal notice of nondiscrimination on the homepage of its website. This notice states: “The University of Alabama complies with all applicable laws prohibiting discrimination, which are outlined in the University’s nondiscrimination notice available at http://eop.ua.edu/law.html and in its harassment policy at http://eop.ua.edu/harassment.html. Membership in registered student organizations shall be open to all students of The University of Alabama without regard to race, religion, sex, disability or national origin, except in cases of designated fraternal organizations exempted by federal law from Title IX regulations concerning discrimination on the basis of sex.” The notice is followed by a statement encouraging anyone with concerns about the recruitment process to call the Office of the Vice President of Student Affairs. The site also includes a link to the page outlining student complaint procedures (http://sa.ua.edu/complaints.cfm). All printed recruiting materials distributed to current and prospective students also were revised to contain this information. E-mails to students considering Greek life at UA or who are participating in recruitment also provided links and contact information for students to call with concerns. The Office also worked with local Greek chapters to ensure that this information also was communicated to students and advisors from the chapter levels.

• The Office of Veteran and Military Affairs provides programs and services to meet the special needs of all veterans, service members, dependents and survivors. Outreach efforts are focused on these students through email and printed materials which represent the diversity of this community. The staff addresses the unique issues and concerns of these students through the programs and services we provide. The Office works closely with the Campus Veterans Association (CVA), the student organization that represents this special population.

• The Women’s Resource Center launched its new mission statement at the beginning of 2014. This mission demonstrates Women’s Resource Center’s commitment to diversity as an integral to our work. The mission states: “The University of Alabama Women’s Resource Center, through a focus on gender, fosters a community of social justice, safety, diversity, leadership, and education. This is accomplished by outreach, advocacy, collaboration and support to individuals and communities of all identities.” This mission is further articulated based upon a set of values, one of which is diversity. “Through our programming, we foster an environment that promotes understanding of the differences which enrich our lives and celebrates the contributions of the entire campus community. As we develop our programming and outreach efforts we strive to include the input, needs and interests of women of all racial and ethnic groups, ages,
sexual orientations, and religious beliefs; create a welcoming environment that reflects the diversity of our campus community; and celebrate and acknowledge the contributions of all women.”

• The Department of Intercollegiate Athletics’ mission statement defines the department’s commitment to diversity. Specifically, one of the six core values of the mission statement is “Respect – We will demonstrate diversity and inclusiveness within our department...providing opportunities regardless of gender, race or physical challenges.” Plaques displaying the Department’s mission statement/core values were installed at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. In addition, the mission statement is published in other electronic and print media, such as on www.rolltide.com, in the sport media guides, and in the Student-Athlete Handbook. Finally, the University’s Statement on Diversity is included annually in the Student-Athlete Handbook.

**Goal Two: Create and sustain an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance and prepares students for the global society in which they will live and work.**

**Action Steps:**

1. The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive and respectful campus environment.

2. The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.

3. The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.

Although some universities have offices with diversity in the title, Dr. Bonner has reiterated the view of previous UA presidents that all members of the community share responsibility for promoting a diverse, inclusive and respectful campus environment. Each vice president, dean, department chair, director and manager is charged with ensuring that diversity is a key focus of his or her area. However, in most divisions, there are units and offices with charges that focus in large part on diversity-related initiatives, events and outreach. A few of these are highlighted here.

The Office of the Vice President for Community Affairs, led by the vision statement “engaging communities and changing lives,” continues to focus efforts in the entire division. The Division of Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt, includes several key initiatives and units that focus on diversity.
This office is charged with “addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity.” The offices and affiliated units under Community Affairs include The Crossroads Community Center, which provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society. Another unit, The Center for Community-Based Partnerships, promotes faculty and student involvement in programs that address health, economic and educational disparities in rural and underrepresented communities. CCBP also publishes the Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship. The goal is to conduct action research with underserved communities to help solve problems the communities have identified. The Minority Business Council, a partnership involving numerous offices in the Financial Affairs Division, is designed to increase the number of qualified minority-owned businesses doing business with UA. Community Affairs also works closely with the Realizing the Dream Committee, which includes representatives from UA, other universities and community organizations. Each year, the Committee organizes a weekend full of activities to celebrate the goals and aspirations of Dr. Martin Luther King. These events include a Distinguished Lecture Series, a performing arts presentation and a banquet to honor individuals who have made significant contributions to the community in continuing with Dr. King’s dream. The January 2014 banquet and lecture were housed in historic Foster Auditorium in conjunction with the 50th Anniversary of the Stand in the Schoolhouse Door.

Several entities in the Office for Academic Affairs focus a large part of their efforts on diversity-related initiatives. The Center for Ethics and Social Responsibility continues to develop creative new service-learning initiatives. These allow UA students to become more aware of and appreciative of cultural and individual diversity and to develop ethical and socially responsible citizenship. The Office of Students with Disabilities (ODS) ensures that students with disabilities receive reasonable accommodations to allow them to succeed and thrive at the Capstone. The mission of the Capstone International Center is to initiate, promote and support UA’s international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective campus-wide and supports students, faculty and staff in learning, service, global outreach, teaching and research. The Creative Campus Initiative was implemented in May 2005 to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region.

Two units in OAA work to ensure that UA community members have a place to turn to report any incidences of discrimination based on any protected status. These offices also provide anti-discrimination and harassment education, training and resources for members of the campus community. The Office of Equal Opportunity Programs continues to promote a positive climate for diversity, ensuring that UA has adequate policies and procedures in place to guard against and prohibit all forms of discrimination, harassment and retaliation. The Office
of the Title IX Coordinator, which added a full-time investigator in 2013, continues to coordinate with University administration, departments, students, faculty, staff, campus police, media relations and other offices. These two offices provided numerous formal and informal training sessions in 2013-2014. They also worked with the Assistant to the President and Associate VP for University Relations to develop the UAct website (http://www.ua.edu/uact/), launched in 2014. This site states that “The University of Alabama is committed to providing an environment for employees, students and campus visitors that is free from harassment based on race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity and gender expression), age, disability or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such policy violations.” The UAct site provides information on resources, reporting channels and information on Hazing, Title IX issues and harassment.

The Division of Student Affairs also operates several units that focus heavily on diversity and inclusion. The Women’s Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. As the WRC develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, backgrounds and religious beliefs and to create a welcoming environment that reflects the diversity of our campus community. The Community Service Center’s Crimson for a Cause program orients new students about service and how to be active members of the University’s diverse community. In the 2013-2014 academic year, more than 26,000 UA students completed more than 720,000 hours of community service with more than 120 community partners. In addition, an estimated 8,900 students participated in 136 service-learning courses led by faculty members from every college on campus. University Recreation Center offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted toward patrons of the facilities. The Center sponsors several diversity-related events. For example, in conjunction with Special Olympics North America, Unified Sports and ESPN, during Fall 2013, University Recreation hosted the first unified flag football game with Louisiana State University. This game featured students and athletes from the UA and LSU communities with physical and cognitive disabilities. The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisers and Desk Assistants in Fall 2013 and Spring 2014. Training included discussions of campus culture, "hot button" or sensitive issues surrounding diversity as well as continuing Safe Zone training for some staff members.

The Office of Fraternity and Sorority Life took several steps in 2013-2014 to ensure that those interested in Greek life see The University of Alabama as a welcoming and inclusive campus characterized by access and opportunity for all. The Office worked with leaders of sororities and fraternities to communicate to students that they can pursue the Greek experience they want with no barriers preventing that opportunity. To ensure this, steps were taken toward increasing minority membership in Panhellenic sororities and IFC fraternities. The University offered a structured Continuous Open Bidding in Fall 2013 and Spring 2014, and all
Panhellenic sororities participated throughout the year. Each of the 16 sororities that participated in the Fall 2013 recruitment developed a Chapter Diversity Plan to detail their efforts aimed at creating an environment of inclusivity and non-discrimination. Spring 2014 census numbers indicated that the number of Panhellenic members who identified themselves as ethnic or racial minorities was 320, a number that included 21 African-American women. For IFC chapters, 163 members identified as ethnic or racial minorities, including 13 African-American men. Working with local chapters and national organizations, the Office developed and implemented plans for the Fall 2014 recruitment period designed to ensure ongoing progress. On March 8, 2014, the four Greek Councils (Alabama Panhellenic Association, United Greek Council, Interfraternity Council and National Pan-Hellenic Council) hosted a combined Greek Preview Weekend for prospective members. Diversity and non-discrimination programs and policies were highlighted in these sessions.

The Panhellenic Executive Board presented an Ethical Recruitment Workshop to each of the 16 chapters before formal recruitment during Recruitment Work Week, Aug. 4-8, 2014. This was an interactive workshop that included information on ethical recruiting, bid promising, membership selection and non-discrimination policies. Also, every sorority participating in Fall 2014 formal recruitment had a staff member or national volunteer from its international/national headquarters on-site Aug. 9-16, 2014. These 37 representatives worked with local leaders to ensure that the integrity of the chapter’s membership selection process was maintained. Daily update e-mails to participants in the Fall 2014 recruitment period (and their parents) included contact information for the UA officials in case any concerns arose. These efforts resulted in a smooth recruitment process and further progress toward increasing Greek life at UA, as indicated by Fall 2014 census numbers. IFC fraternities’ membership included 218 men who self-identified as ethnic or racial minorities, including 16 as African-American. In the Panhellenic sororities, there were 419 who self-identified as a minority, including 36 African-American women. Continuous Open Bidding was also available in Fall 2014 and will continue to offer another opportunity to recruit and select members that increase chapter diversity. The combined Preview Weekend also is continuing in the 2014-2015 academic year (scheduled for February 28, 2015). Additional efforts from the Office of Fraternity and Sorority Life are highlighted under other Goals below.

In The Division of Financial Affairs, the Associate Vice President for Facilities chairs UA’s ADA committee and works in conjunction with ODS, EOP, Transportation Services, Office of Counsel and others in assessing campus facilities for ADA compliance and prioritizing planned improvements. Transportation Services continues to meet and exceed ADA specifications in ensuring that all signs related to handicap accessibility are at a height that are clearly visible to all persons and adding additional handicapped spaces as needed in areas. Several UA departments and Bama Dining continue to work with the Crossing Points program, supporting employment of individuals with disabilities. For example, Bama Dining, UA Facilities and Grounds and The University Supply Store continue to work with the Crossing Point program to help train persons with disabilities how to work in a retail setting.

The Office of the Vice President for Research has several programs aimed at promoting economic development and business growth throughout Alabama. The William R. Bennett
Alabama International Trade Center (AITC) provides export research, training and financing services to Alabama's small business community. In Fiscal Year 2014, the Center organized 22 educational workshops around the state with total attendance of 922. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. In FY 2014, the Center served 42 minority-owned small business clients and offered export training and counseling services to 27 women-owned businesses and 25 veteran-owned businesses. The Alabama Small Business Development Center (ASBDC) Network's provides services for counseling and training to minority small business community in Alabama. The Network served 1,018 minority-owned small business clients and counseled 892 women-owned businesses and 322 veteran-owned businesses during FY 2013. The University Center for Economic Development (UACED) continues to provide statewide services to civic and elected leaders as well as to the business community. The Center emphasizes a broad representation of the community and covers a wide range of diversity measures including: racial, gender, geographic, political and economic. UACED personnel continue to serve on committees and boards of organizations that promote cultural diversity and continue with co-sponsorship of workshops and annual events held by organizations representing the minority business community. Six presentations around the state to were made in 2013-2014 to civil, community and elected leaders. These attracted 367 minority attendees.

In addition to having designated administrators and offices committed to diversity efforts and providing training and resources for the community, Goal Two states that the University will provide and publicize opportunities for students, faculty and staff to learn about and participate in a variety of academic, cultural and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society. Section II of the 2013-2014 Strategic Diversity Report (see full report at http://provost.ua.edu/diversity.html) lists hundreds of such events, presentations, curricular offerings and opportunities for the UA community.

A few of these efforts are highlighted here as sample of the diversity-related programming offered in 2013-2014:

- The Realizing the Dream Committee, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College and UA), marked its 25th anniversary in 2014. Events included the Realizing the Dream Legacy Awards on Jan. 17, 2014, when former national and foreign news correspondent John Cochran, a UA graduate, spoke at a banquet in Foster Auditorium. On Jan. 19, 2014, John Legend, who has been honored with a string of artistic and humanitarian awards, was the featured speaker and guest artist in the Moody Music Concert Hall. Unity Day activities on Jan. 20 began at Stillman College, and the Unity Day March followed with a route from Martin Luther King Jr. Elementary School and to Tuscaloosa City Hall.

- The Department of Anthropology hosted a screening of the documentary film STAND! Untold Stories of the Civil Rights Movement (2014) followed by a panel discussion with the filmmaker and with two of the activists featured in the film.
• College of Commerce and Business Administration faculty hosted the 2013 Capstone Entrepreneurship Camp, where students from Alabama’s Black Belt region attend a week-long, residential camp exposing them to The University of Alabama campus, entrepreneurship as a career option and the role of entrepreneurship in economic development. In the 2013-14 academic year, faculty hosted the STEM Entrepreneurship Academy and included engaging students in a year-long process.

• In October 2013, Christine Brennan, a sports columnist for USA Today who also contributes to ESPN, ABC, NPR and Fox Sports Radio, presented the lecture, “Sports in the 21st Century: Diversity at the Starting Line.” The lecture was sponsored by the Alabama Program in Sports Communication and the Department of Journalism.

• On four consecutive Mondays in Spring 2014, Communication Studies Professor Meredith Bagley sponsored the “A.L. Tour: Honoring the Legacy of Autherine Lucy Foster.” Foster was UA’s first African-American student who showed courage in the face of violent segregationist mobs when she tried to enroll on Monday, Feb. 6, 1956.

• The Multicultural Journalism Program (MJP), now in its 30th year, is a 10-day summer workshop provided free of charge and designed to encourage high school students from underrepresented populations or those with an interest in diversity to consider media careers. In Summer 2014, the students covered the 50th anniversary of civil rights events in Tuscaloosa and Birmingham.

• The First African-American Male Health Care Summit, sponsored by the 50th Anniversary Committee of the College of Community Health Sciences, was held on Jan. 18, 2014, at the University. The program was attended by about 50 young men from Tuscaloosa City and County schools as well as Sumter, Hale and Jefferson county schools. The boys were recruited using a variety of methods, including African American male fraternity youth clubs, school counselors and staff as well as mass media.

• The College of Education in 2013-2014 invited African-American scholar Joyce King to lecture on diversity and giftedness and co-sponsored an event featuring the first broadcast of the 2005 Memoirs Program, which documents the stories of those who helped integrate the University and Tuscaloosa community. The College facilitated the Champions for Change event with Alabama high school students and cosponsored a dedication ceremony to the work of Archie Wade, the first African American scholar on faculty at The University of Alabama.

• In Fall 2013, the College of Engineering hosted an Alabama Statewide GEM Grad Lab, which attracted 85 students from across Alabama who wanted general information on how to apply to graduate school. Several Engineering faculty members participated on a panel (Drs. Mark Weaver, Marcus Ashford and Viola Acoff). Universities represented included UA, UAB, Auburn University, Tuskegee University and Mississippi State University.

• In 2013-14, 39 students (36% African American), 39 peer mentors, and 38 faculty mentors participated in the Graduate School’s Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 136 students. The Graduate Parent Support program (GPS) served more than 550 student parents this year. Both programs have gained national recognition, resulting in several national
presentations at the Council of Graduate Schools annual meetings. In March 2014, the GPS program won the American Council on Education’s 2014 Inclusive Excellence Group State Network Leadership Award for the Advancement of Women in Science, which was presented in San Diego, CA. The GPS program was also lauded in a May 2014 cover story in the American Association of Colleges & Universities News.

- The University Fellows Experience students in the Honors College partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community building and economic development to healthcare quality improvement to educational preparation and performance enhancement. UFE also launched a discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

- The Department of Health Science developed a new course entitled “Health Disparities.” This course is required of all of undergraduate General Health Studies majors. This course addresses social determinants related to health behaviors and status of various populations within and outside of the United States and was offered for the first time in the Fall 2013 semester.

- The faculty colloquium series in the School of Law often features diversity-themed presentations. In 2013-2014, the faculty colloquium series included Professor Michele Goodwin of the University of Minnesota School of Law, who presented a paper on fetal protection laws. Perhaps most noteworthy, Justice Elena Kagan of the United States Supreme Court delivered this year’s Albritton Lecture.

- The Capstone College of Nursing in 2013-2104 engaged in the process of “appreciative inquiry” and utilized the consultation of an expert in the field. The intent was to use this process to make the college environment consistently respectful and inclusive. All faculty, staff and administrators participated in the process through conducting interviews and being interviewed and then reviewing the themes that came out of the process.


- Working with the Center for Materials for Information Technology (MINT), Professor Yuping Boa’s group in Spring 2014 conducted an outreach activity with Rock Quarry Elementary School. The fourth-graders were learning current and voltage, so the UA team designed an experiment allowing students to build simple electric motor using magnets.

- Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students, the Center for Academic Success continued its
partnership with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to its members during 2013-2014. AKA is the first Greek-lettered sorority established and incorporated by African-American college women.

- Housing and Residential Communities provided support for a dialogue event between members of Mallet Assembly and the Greek community during the Fall 2013 semester. The discussion focused on UA campus climate following issues of race in UA sorority recruitment.
- A priority for the Office of Fraternity and Sorority Life for 2013-2014 was the training and education of students who are part of the Greek membership selection process. Training for leaders was designed to help all involved in the selection process see the importance of access and opportunity to every student, including minority students. Staff members provided several training opportunities to students throughout 2013-2014 in various formats. Leaders held discussions about diversity at the 2014 Greek Leadership Summit (GLS). Also, the Office offered ongoing training to advisors and Greek Ambassadors on how to address issues related to diversity within the Greek chapters.
- The Office of Fraternity and Sorority Life began collaboration with the Crossroads Community Center to offer a Sustained Dialogue group. Sustained Dialogue is a student engagement model that assists students in understanding perspectives of others, interacting with all kinds of people, building relationships across differences in social identity and communicating in a diverse environment. UA student moderators were trained in January 2014 by national representatives and then started learning dialogues on diversity concerns by February 2014. Leaders in the Greek community also participated in several other training opportunities that stressed diversity on campus and in UA’s student organizations (see next bullet point).
- The Office of Student Leadership developed the first UA Leadership, Education, Action and Diversity Summit (UA L.E.A.D.S.), a one-day conference for students that focuses on leadership development and appreciation for diversity. More than 160 students participated in dialogues and educational breakout sessions that focused on diversity, which included “Transforming White Privilege into Diverse Partnerships: Promoting Diversity and Conversation,” “A Practice of Inquiry: Democratic Dialogue and the Academy,” “Culture and Communication: Why Diversity Matters” and “D.I.V.E.R.S.I.T.Y.: How to Survive Change, Create Culture & Unite the Divide.” The lunch program for all participants was a guided dialogue in collaboration with Crossroads Community Center, which centered on topics of diversity on campus.
- In March 2014, the Sustained Dialogue trained student moderators led dialogues for more than 100 students at BLEND Night. BLEND is a UA diversity-oriented student organization that works collaboratively with Crossroads Community Center to help bring different groups on campus together. BLEND Nights in Fall 2014 also focused on diversity and campus unity during the Week of Welcome and Homecoming. The Office of Fraternity and Sorority Life is working with BLEND to have BLEND delegates institutionalized in each fraternity and sorority chapter. These delegates will serve as resources for other members in regard to diversity and inclusion concerns or questions. They also will host diversity awareness and dialogue events.
• To continue the progress of Sustained Dialogues, a new course (UH 120/NEW 120: Inclusive Leadership through Sustained Dialogue) was offered in Fall 2014 with 46 students enrolled. The smaller groups focusing on different issues were mentored by students in the UH 405: Sustained Dialogue Moderator Development course. Students learned the techniques and principles of the dialogues approach and mentors developed leadership skills in guiding people in this approaches. These classes both included many leaders from UA’s Greek community, and one of the small dialogue groups focused entirely on diversity in Fraternity and Sorority Life.

• The Women’s Resource Center honored Native-American Heritage Month through Native American Women Who Dared month-long poster campaign. In addition to passive/social media programing, the WRC hosted Smoke Signals, a film investigating the complications of gender in current Native American culture. This was the first film that was written, directed and produced by Native Americans.

• Auxiliary Services in Financial Affairs provided grant training and served as an advisor for the Community Partnership Group, which works with minority groups across the State to search and apply for grant opportunities that will fund special projects. Auxiliary Services continues to administer a Student Event Catering Donation program that provides student groups with the opportunity to apply for free catering services for events.

Goal Three: Increase diversity within the University’s faculty and senior level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate and contribute to a global society.

Action Steps:
1. University officials responsible for establishing policies and procedures in hiring faculty and senior level administrators will dedicate resources to receiving and disseminating information related to recruiting and retaining a diverse faculty and administrative staff.

2. The University will continue to require hiring officials to follow university procedures regarding searches and selection process and will implement initiatives it deems appropriate to recruit, hire, and retain African Americans.

As of Fall 2013, UA employed 234 minority and international full-time faculty members (18.69%), 76 (6.07%) of whom identified as African American. Among the 50 flagship institutions reporting for Fall 2013, UA ranked third in percentage of African American full-time faculty. In Fall 2012, UA ranked second in percentage of African American EEO-1 administrators and sixth in percentage of African-American EEO-3 professional staff among flagship universities. Fall 2013 data indicate continued progress. UA now employs 1,040 minority EEO-3 staff members (23.48%), 926 of whom are African Americans (20.91%). Finally, EEO-1 positions are staffed by 15 minority and international administrators (13.64% of all administrators), including 11 of whom (10.00%) who identified as African American.
UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

Information about current practices: Hiring for faculty and staff positions is now handled through an on-line system, and approvals are not obtained unless established protocols are followed. Information about recruiting resources and anti-discrimination laws is provided on line to hiring managers through various resources at http://hr.ua.edu/staffrecruitment-resources/hiring-manager-resources. In addition, the Equal Opportunity Program’s website offers resources for diversifying pools for faculty and administrative staff searches. The Office for Academic Affairs provides real-time monitoring of all faculty pools and candidates selected for interview, as Dr. Jimmy Williams, Special Assistant to the Provost, provides weekly updates to the Provost and other OAA staff. Any issues are discussed with the hiring manager in the appropriate college or school so that the pools may be broadened before a search is concluded. With respect to diversifying its faculty and senior level administration, the University employs a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and requires diverse search committees. Retention strategies include mentoring, providing travel and research support for faculty, and providing opportunities for professional growth, such as UA’s Tuition Benefit plan and the Leadership Academy and Leadership University for mid-level managers.

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices – Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S also subscribed to the Higher Education Directory for Diversity. A&S and the College of Education have made available to faculty search committees a copy of Diversifying the Faculty: A Guidebook for Search Committees. Also in the College of Education, all search committee chairs have attended a training workshop and are given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies.
Student Affairs-initiated Education Efforts: As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” Crossroads Community Center also supports the development of diversity within the University’s faculty and senior level administration as part of its mission to provide leadership and coordination for professionals in multicultural affairs. Crossroads also contributes to this University goal through the development of the Crossroads professional staff.

Information from conferences/workshops/associations: Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. As noted above, UA representatives attended and participated in the Inaugural Comprehensive Diversity Conference sponsored by the Alabama Association of Higher Education Diversity Officers. Arts and Sciences recruited prospective faculty members at the Compact Conference for Faculty Diversity and the McKnight Fellows Conference in October 2013.

EOP/University Compliance Office: To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disability Student Service Officers in Higher Education listservs, and maintained membership in the following organizations: American Association for Affirmative Action (AAAA), Society for Human Resources Management (SHRM) and the Alabama Association of Higher Education Diversity Officers (ALAHEDO). The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s Non-discrimination statement and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants. This office also facilitates updates to the University’s Affirmative Action Plan.
Full details on hiring and retention practices and examples of efforts to diversify faculty, administrative and staff ranks can be found in the current version of Section II of the annual Strategic Diversity Plan at http://provost.ua.edu/diversity.html.

**Goal Four: Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community and better prepare our students to live and work in an ever-expanding global environment.**

**Action Steps:**
1. *The University will continue to implement, revise and review strategies to recruit and enroll a diverse student body.*
2. *The University will continue to implement initiatives that improve the retention and graduation rates of all students, using a variety of strategies.*

**Overall Student Enrollment:** As The University of Alabama freshmen class continues to increase in size, the number of African-American students continues to increase as well. In 2009, 575 African-American freshmen comprised 11.0% of the 5,207 freshmen; in 2013, that number increased to 682 or 10.5% of the 6,478 freshmen. In addition, the diversity of UA’s total enrollment has also increased. As a complement to the tables (specifically Tables 4-6) at the end of this report, the table below represents the total minority enrollment versus the total enrollment for 2009, 2010, 2011, 2012 and 2013. These changes represent a significant increase in the percentage of minority students, comprising 23.0% of UA’s Fall 2013 enrollment:

In this five-year period, the number of African-American students alone grew by 24.24%. (See more information specifically on African-American enrollment in Section C below). Even more striking was the 73.67% increase in Hispanic students during that time. Asian, Native Hawaiian or Pacific Islander student representation grew by 23.98%, but the percentage of American Indian/Alaskan Native students declined slightly. Other than this one category, minority student enrollment overall has grown along with the University student body. More importantly, the percentage of minority students compared with UA’s overall enrollment has grown strikingly in the same period.

<table>
<thead>
<tr>
<th>Total UA Enrollment</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,379</td>
<td>3,741</td>
<td>4,071</td>
<td>4,173</td>
<td>4,198</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>169</td>
<td>163</td>
<td>161</td>
<td>148</td>
<td>152</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>367</td>
<td>371</td>
<td>406</td>
<td>427</td>
<td>455</td>
</tr>
<tr>
<td>Hispanic</td>
<td>600</td>
<td>717</td>
<td>789</td>
<td>921</td>
<td>1,042</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>4,515</td>
<td>4,992</td>
<td>5,427</td>
<td>7,609</td>
<td>8,027*</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>28,807</td>
<td>30,232</td>
<td>31,747</td>
<td>33,602</td>
<td>34,852</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>15.7%</td>
<td>16.5%</td>
<td>17.1%</td>
<td>22.6%</td>
<td>23.0%</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
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<td>-------</td>
</tr>
<tr>
<td>* includes 2,180 non-resident aliens and multi-racial who identify at least one race as African American or black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other statistics worth noting related to minority recruitment and retention efforts are UA’s standing among peer institutions. The University of Alabama was recognized in the July 4, 2013, and July 18, 2013, issues of *Diverse Issues in Higher Education* as one of the top 100 higher education institutions in the country (public and private) in the number of degrees awarded to African Americans, with the following rankings:

- **Doctoral Degrees**: 38th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
- **Master’s Degrees**: 72nd in the number of master’s degrees in all disciplines conferred to African Americans; and
- **Baccalaureate Degrees**: 72nd in the number of baccalaureate degrees in all disciplines conferred to African Americans.

Of note is that the institutions included in this magazine’s report include much larger universities, such as the University of Florida, as well as Historically Black Colleges and Universities. Information on degrees conferred by race/ethnicity and level (undergraduate, graduate and professional) is presented fully in Tables 1-3 at the end of this report. Also, information comparing UA to other institutions on degrees conferred is below in part C of this Executive Summary.

The numbers above and in the tables are indicative of UA’s long-term successes in implementing effective minority student recruitment and retention programs. Ideas generated by its African-American Advisory Board for Undergraduate Admissions and use of new technology collectively ensure continued progress in recruitment. Once enrolled, UA offers hundreds of courses and programs and, through Student Affairs, multiple extracurricular opportunities that address diversity in a variety of ways and promote an inclusive and supportive environment in which all students may succeed. Housing and Residential Communities offers a plethora of diversity/multicultural programs in the residence halls and provides its staff and student employees with diversity training. UA’s cUltivAte Peer Mentor program builds community and facilitates the development of a support network for incoming students, and UA’s International Peer Advisory Council likewise uses student mentors, who are trained on cross-cultural communication skills, to help with retention of international students. The University’s First Year Experience and Parent Program Office, its Center for Academic Success and its Living/Learning Residential Communities are particularly effective in building community and improving retention of all students, including minority students.

Efforts are made to provide financial assistance to recruit and retain students with socioeconomic challenges. The University’s Alabama’s Promise Scholarship program guarantees financial aid covering UA tuition and fees to eligible community college transfers who qualify for a full Pell Grant. The University has three first generation programs, including the very successful Coca-Cola Foundation Scholars and Suder Foundation First Scholars programs, offering scholarships and life skills support to students who demonstrate financial
need and are first generation college students in their immediate family. Alabama REACH, another “life coaching” support program, gives students from foster homes, youth that lack familial support and homeless youth the freedom to pursue higher education and successfully matriculate and graduate from college. The McNair Scholars Graduate Fellowship Program and the SREB Fellowship Program likewise provide substantial financial support to University graduate students, thereby maximizing recruitment and retention of minority/underrepresented graduate students.

Enhancing cultural diversity, Academic Affairs’ Capstone International Center coordinates UA’s international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching and research. UA’s Cuba Initiative marked its 12th year in 2014 of providing opportunities for UA students and faculty to interact with the University of Havana community. The Office of Veteran and Military Affairs provides support for students who served in the military or are dependents of military parents. Programs have been established where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment.

The Office of Fraternity and Sorority Life also put an emphasis in 2013-2014 on helping UA recruit a diverse student body by highlighting the Greek experience as open to all in its recruitment materials and efforts. The Office worked with the Office of Admissions to identify and educate incoming students, particularly minority students, about the various opportunities through Greek involvement. Regional recruiters were provided with materials that highlighted opportunities for all students. Throughout the summer prior to Fall 2014 recruitment, several e-mails with specific information about the Greek recruitment process were sent to all incoming female students. Sorority members and advisers were encouraged to use their alumnae networks to identify and encourage minority women to participate in recruitment. The combined Greek Preview Weekends in 2014 and planned for 2015 also help highlight all opportunities for Greek life at UA to prospective students of every racial and ethnic background.

Full details on recruitment and retention practices and scores of examples of efforts to diversify student enrollment can be found in the current version of Section II of the annual Strategic Diversity Plan at http://provost.ua.edu/diversity.html.

Goal Five: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Action Steps:
1. The University’s senior leadership will assume responsibility for and be held accountable for achieving the University’s diversity objectives.
2. The University will continue to establish a five-year goal for African-American and other minority representation in its student body, faculty and EEO-1 level
staff, and to submit those goals and annual progress updates (performance indicators) to the Chancellor’s Office.

3. The University annually will prepare a Strategic Diversity Report as a tool to assess its progress in enhancing diversity and moving toward its diversity goals.

4. The University will, on a periodic basis, collect and analyze data from other public institutions as a performance measure in assessing progress in achieving its goal of enhancing diversity.

The University of Alabama’s senior leadership has endorsed and is proactively promoting, in a variety of ways, its commitment to diversity as a part of its educational mission. President Robert Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan (2004-2014) the University’s long-term commitment: 1) to further diversify the faculty, staff and students for the purpose of enhancing the excellence of the learning environment; 2) to expand an emphasis on global and cultural studies; 3) to provide leadership in addressing economic and social issues in Alabama through research and outreach activities; and 4) to collaborate with outside entities to advance the economic and social condition of Alabama. Numerous offices described under Goal Two of this report were created or enhanced in response to President Witt’s articulated vision for UA, particularly the Office of Vice President for Community Affairs. The President’s commitment is reaffirmed annually through dissemination of a Statement of Diversity (http://www.eop.ua.edu/law.html).

The Provost was charged with creating and implementing a Strategic Diversity Plan. Part of the President’s evaluation of the Provost and other Vice Presidents considers their efforts in achieving diversity at UA, and the Provost similarly evaluates the Deans on their efforts in achieving diversity. Deans, in turn, evaluate their department chairs, and the same process occurs for other Divisions. All units prepare an Annual College/Unit Strategic Diversity Plan Report at the end of each academic year. To assist this process, OAA provides data on the racial composition of students, faculty, and staff in each area. In finalizing those reports, unit heads review the plans and discuss initiatives with faculty and staff. Those reports come to the Office for Academic Affairs, where staff members in OAA, under the direction of the Associate Provost for Administration, compile the reports to create Section II of the Annual SDR. This document, along with an executive summary, is prepared for review by top University administrators and then shared with the campus community on the Provost’s Diversity webpage (http://provost.ua.edu/diversity.html). The University of Alabama creates a shortened version of the annual SDR to submit to the Chancellor and the UA Board of Trustees, when requested. However, the full annual report is available for system review at any time. This Diversity webpage is designed to be public so that members of The University of Alabama community, as well as the general public, can review these initiatives at any time.

Information on the racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches is collected and reviewed annually. When she was serving as Provost, President Bonner made a commitment in the SDP to periodically collect and analyze data from other institutions as a performance measure in assessing progress. Consequently, for the past eight years an analysis has been conducted, comparing UA to national IPEDS racial composition data on degrees conferred, student
enrollment, faculty, EEO-1 and EEO-3 (professionals) for national data sets, including flagship institutions and public doctoral institutions. The most recent comparative analyses reveal that UA remains among one of the leaders in the country in ensuring black representation in its campus community. Details of this analysis are posted on the Provost’s Strategic Diversity Plan website.

In addition to the annual unit-specific Strategic Diversity Reports, many colleges, schools, units and offices have set diversity-specific goals that are reviewed and reported each year through the University’s ongoing assessment efforts. Some examples of efforts and successes colleges and other areas have reported to the Office for Academic Affairs in enhancing the diversity of UA’s faculty/staff and student body are summarized in Section II of the annual SDR (http://provost.ua.edu/diversity.html).

C. Highlights of Progress Made in Increasing African-American Representation in Degrees Conferred, Enrollment and Faculty

UA assesses its progress compared to other institutions around the country and posts this data on its Strategic Diversity Plan website annually. Consistent with a goal of the Knight settlement agreement, these highlights below focus on African-American representation within the University community using the most recent data available.

1. African-American Representation Among UA Degree Recipients

- **Second among flagships in undergraduate degrees:** Using 2013 data, UA ranks second among the 50 flagship institutions in percentage of undergraduate degrees conferred to African-American students, behind only the University of Mississippi. UA conferred 5,000 undergraduate degrees to African-American students (10.3% of all degrees), which compares to a national median of 3.66% and a national mean of 4.19%.

- **First among flagships in graduate/first professional degrees:** Using 2013 data, UA ranks first among the 50 state flagship institutions in percentage of graduate/first professional degrees conferred to African-American students. UA conferred 2,190 or 12.2% of its graduate/professional degrees to African-American students. The national median was 2.93% and mean was 3.95%.

- **Second among flagships in degrees overall:** Using 2013 data, UA ranks second among the 50 flagship institutions in percentage of total degrees conferred to African-American students, behind only the University of Mississippi. UA conferred 7,190 total degrees to African-American students (11.10% of all degrees), which compares to a national median of 3.54% and mean of 4.10%.

- **In the 20th percentile among public doctoral-granting institutions for degrees conferred overall:** In data comparing 160 public doctoral institutions (excluding
HBCUs) for 2013, UA ranks 33rd in percentage of total degrees awarded to African American students (UA’s 11.1% compares to a 5.1% median and a 6.72% mean nationally). For graduate and professional degrees, UA ranks 15th (12.92% of these degrees awarded at UA went to African American students, compared with a 4.24% median and 5.77% mean nationally). For undergraduate degrees awarded UA ranks 42nd (10.3% of undergraduate degrees awarded, compared with a national median of 5.36% and mean of 7.24%).

2. African-American Representation in UA’s Student Enrollment

• Second among flagships overall: For Fall 2013, UA ranks second (11.46%) among the 50 states’ flagship institutions for highest percentage of African-American enrollment overall, with only the University of Mississippi (15.26%) ranking higher. UA’s overall African-American enrollment is nearly triple the mean and the median for the 50 flagships (3.97% Median, 4.61% Mean).

• Second among flagships in graduate and professional enrollment: For Fall 2013, UA ranks second (12.46%) among the 50 states’ flagship institutions for highest percentage of African-American enrollment in graduate and first professional programs, with only the University of Mississippi (14.6%) ranking higher. UA’s percentage of African-American graduate/professional enrollment is triple the mean and the median for the 50 flagships (3.36% Median, 4.13% Mean).

• Third among flagships in undergraduate enrollment: For Fall 2013, UA ranks third (11.28%) among the 50 states’ flagship institutions for highest percentage of African American undergraduate, with only the University of Mississippi (15.37%) and the University of Maryland (12.48%) ranking higher. UA’s percentage of African American undergraduate enrollment is more than double the mean and the median for the 50 flagships (4.16% Median, 4.77% Mean).

• Top 25th percentile among public doctoral in total enrollment: As of Fall 2013, UA is in the top 25% (ranking 41 out of 160) of all public doctoral institutions (excluding HBCUs) in percentage of African-American enrollment. UA’s 11.46% African American enrollment overall compared with a national 5.65% median and 7.9% mean). For graduate/professional enrollment, UA ranked 18th (12.46% for UA, compared with a national 4.62% median and 6.17% mean. For undergraduate enrollment UA ranked 44th of the 160 (11.28% for UA, compared with a national 6.21% Median and 8.54% Mean).

3. African-American Representation in UA’s Faculty

• 3rd among flagships: Among the 50 flagship institutions reporting for Fall 2013, UA ranks third in percentage of African-American full-time faculty with 5.99% (75 of 1,252), not counting UA’s two black non-resident aliens and one multi-racial faculty
member who listed Black as a race category. That percentage is significantly higher than the flagship median of 2.87% and mean of 2.9%.

• **Top 9th percentile among public doctoral institutions:** Among the 160 public doctoral institutions reporting data for Fall 2013 (excluding HBCUs), UA ranks in the top 9th percentile (Ranked 15th) in full-time faculty identifying as African American. UA’s 75 of 1,252 faculty members identifying as African American accounted for 5.99% of all full-time faculty, a percentage significantly higher than the national median and mean for public doctoral institutions (3.36% and 3.43% respectively).

• **217% increase in black faculty in 22 years:** In 1991, UA employed 24 full-time black faculty members out of 918 for 2.61%. For Fall 2013, UA had 76 (6.07%) who self-identified as African American. (This includes one multi-racial faculty who listed African American as a race category but excludes two black non-resident aliens). This marks an increase of 54 (or a 217% increase) in African American faculty members. Overall, UA’s faculty grew just 36.38% in the same time period. SREB reports in its most current Factbook (2013) that 5.4% of faculty employed nationally at all public four-year colleges and universities are black.

GOAL ONE

Goal One: Communicate the University of Alabama’s commitment to diversity as part of its educational mission.

Action Steps:

1. Publicize the University’s commitment to diversity as part of its educational mission.
2. Incorporate the University’s commitment to diversity as part of its educational mission in recruiting materials for faculty, administrators, and students.

1. Initiatives of the Office for Academic Affairs/Provost in Communicating Commitment to Diversity

The Provost is charged by the President for overall responsibility for promoting and implementing the University’s SDP. In academic year 2013-14, the Provost and the Office for Academic Affairs completed the following initiatives:

a) SDP Website: As part of an overall website redesign, OAA personnel updated its Diversity website, [http://provost.ua.edu/diversity.html](http://provost.ua.edu/diversity.html). This page contains the Knight Settlement Agreement; the SDP, the Board’s and President’s statements on Commitment to Diversity, the most recent Strategic Diversity Report and data, and the most recent national data comparing UA’s black representation in student body and faculty to that at flagships and other public doctoral institutions. This Office also updates UA’s Guide to Courses with Diversity and Multicultural Content.

b) Input from BFSA Leadership & others: Dr. Benson met regularly with leadership of the Black Faculty Staff Association (BFSA) and communicated frequently with its President to reiterate support for diversity and discuss ideas to enhance the success of a SDP. The Provost partnered with BFSA and provided support for the Freshman Mentoring Program, Tenure and Promotion for Black Faculty, Black Honors Day Convocation, BFSA Scholars Day Program and for travel to conferences for black faculty. Dr. Jimmy Williams continued in his role as Special Advisor to the Provost for Diversity. Dr. Williams monitored faculty searches and assisted search committees with broaden their pools when needed.

Annual Reports to Obtain Information about Progress toward Goals: For the eighth year in a row, the Provost’s office provided to each academic unit five years of racial
composition data on student enrollment, degrees conferred, full-time faculty and EEO-1’s to help each college assess progress in enhancing racial diversity.

c) Administrators thereafter report to the Provost on initiatives undertaken in their areas of supervision that support achievement of the five goals of the current SDP, and the Provost uses this information in evaluations of the Deans in achieving diversity in their respective academic units and to prepare this annual report.

d) **Encouraged UA Participation in Minority Faculty Recruitment Workshops and System Statewide Conference:** The Provost has had several communications with the Council of Deans to encourage participation in diversity conferences and recruitment activities and encouraged participation in the annual fall conference sponsored by Alabama Association of Higher Education Diversity Officers.

e) **Encouraged Use of SREB Doctoral Scholars and Other Sources in Recruiting:** The Provost’s Office has promoted use of the SREB On-line Scholar Directory as a source of minority applicants; purchased an annual contract to have unlimited job postings for both faculty and staff to InsideHigherEducation.com; provided a list of SREB Doctoral Scholars to the Deans and encouraged them to actively pursue these graduates for open faculty positions; and paid for registration for The National Registry of Diverse and Strategic Faculty hosted by Texas Tech for postings of faculty positions.

2. **Initiatives of Other Areas in Accomplishing Goal One**

   A variety of initiatives throughout UA reflect a genuine commitment to diversifying the student body, faculty and staff and building a tolerant and inclusive community environment. Those initiatives are described in more detail below in reports on Goals Two-Four. For example, many colleges communicate their commitment to diversity in their programming efforts, by student and faculty recruitment initiatives, and by including diversity statements in student recruitment materials and career services materials. Some examples of methods in which various areas have explicitly communicated their commitment to diversity as a part of UA’s educational mission include the following:

a) **College of Arts & Sciences.** Under the leadership of its current Dean, promotion of diversity is one of the core educational initiatives of the College of Arts and Sciences.

   - **Statement of Diversity.** The A&S college initiatives website widely publicizes the college’s commitment to diversity as part of its educational mission.
   - **Diversity Committee & Diversity Logo.** Retained since Spring 2001, a Diversity Committee made up of 15 A&S faculty members serving three-year terms has promoted A&S diversity initiatives by inviting students and administrators to address the committee with concerns; hosting an international coffee hour; distributing at regional and national conferences t-shirts and pens.
bearing the College’s diversity logo; and initiating development of a proposal to recruit underrepresented/minority students. Approximately three dozen of the College’s faculty members have served on this committee. The Dean’s liaison to this committee, the Associate Dean for Multicultural Affairs, Dr. Roger Sidje, oversees the College’s diversity/multicultural initiatives and projects.

- **Recent Initiatives:** The College’s recent initiatives that communicate promotion of diversity include the following:
  - Distributed A&S’s diversity brochure at the following conferences: Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 2013; McKnight Annual Fellows Conference, October 2013; and the Annual Biomedical Research Conference for Minority Students, November 2013; GREX (Graduate Recruiting Expo), an event to recruit prospective graduate students, February 2014.
  - Supported the Inaugural Comprehensive Diversity Conference, Diversity in Higher Education for the 21st Century: Bridging Research and Best practices held November 5-6, 2012 at Auburn;
  - Supported the Realizing the Dream Legacy Banquet, January 18, 2013;
  - Supported Spectrum leaders who attended the Southeastern LGBTQ+ Student Leadership Conference, February 2013;
  - Supported the 2013 Lavender Graduation Ceremony; and
  - Dr. Jimmy Williams served as the faculty advisor to UA SREB, a student chapter consisting of a significant number of underrepresented graduate students. He also served on the Tide Together Advisory Board, an organization dedicated to mentoring underrepresented graduate students.

- **A&S Financial Support for UA Diversity Efforts:** The College has provided financial support to:
  - Dr. Seth Appiah-Opoku, coordinator of the Ghana Summer Program, to award scholarships to students participating in the program.

b) **Culverhouse College of Commerce and Business Administration (hereinafter C&BA).** Promotion of diversity as part of C&BA’s educational mission is reflected in its mission statement, college goals, and faculty and student recruitment initiatives described in Goals Three and Four.

- **C&BA Mission Statement.** Communicated on its website, the mission statement emphasizes diversity.
- **Diversity as Specific Goal.** In association with this educational mission statement, an explicit strategic goal of C&BA is “to maintain diversity in our faculty, staff and student body.” As an indication of a specific effort to communicate the commitment to diversity, C&BA continually seeks to improve
UA’s ability to recruit and retain African-American and minority candidates through focused advertising and targeted event opportunities.

- National Black Masters in Business Administration (NBMBAA) promotes the leadership and cultural education to MBA, Specialty Master’s and undergraduate students interested in business. This is done through career development opportunities, undergraduate mentorship, and MBA 2nd year to 1st year mentorship and community outreach.

- Manderson Graduate School of Business (MGSB) sponsors the National Association of Women MBAs, a not-for-profit organization dedicated to supporting and promoting women MBAs, whose mission is to provide networking opportunities with professionals committed to the development of women’s role in business; increase communication among graduate business schools regarding their initiatives to educate and support future women in business; and support an annual national conference. The organization’s continued viability is made possible through the generous contributions from corporations that actively engage in the supporting and hiring of women MBAs.

c) **College of Communication and Information Sciences (hereinafter CIS).** Under the leadership of its Dean, commitment to diversity as part of CIS’s educational mission has been re-emphasized as a high-priority item on the College’s agenda, as reflected in the following ways:

- **Development of CIS Diversity Statement and Diversity Plan.** The Dean has stressed in faculty meetings the importance of College diversity efforts, and the College faculty has developed a diversity statement and diversity plan adopted unanimously by the College’s faculty in January 2008. The Diversity Statement and Plan is posted on the College’s website at [www.cis.ua.edu](http://www.cis.ua.edu). CIS believes that such a display of the diversity statement contributes to the educational mission of the College. In April 2014, the College’s Communication & Diversity Forum, a group of faculty who teach and/or conduct research in the area of diversity or have special interests in the topic, met to review the College’s Diversity Plan. As of this writing, recommendations from revision of plan are being drafted for presentation to the College faculty in the Fall 2014 semester.

- To demonstrate the College’s commitment to diversity to its students, an abbreviated version of the diversity statement is displayed through digital signage at four strategic locations in Phifer Hall and one location in the School of Library and Information Studies, located on the fifth floor of Gorgas Library. The locations were selected to maximize student exposure to the message. The digital sign reflects the tenets of diversity as expressed in the College’s diversity statement, “Diversity: Celebrated. Appreciated. Embraced.” The elements of diversity surround those words: Physical abilities, political views, ethnicity, age, gender, religious beliefs and spirituality, sexuality, national origin, race, and socioeconomic or geographic background. We believe that such a display reinforces the College’s commitment to diversity and contributes to the educational mission of the College and the University.
• **School of Library & Information Studies (SLIS) Director’s Commitment to Diversity.** The Director routinely invites each faculty and staff member, as they join the SLIS community, to make a commitment to building a more diverse community in the School. Beginning in 2006, without exception, each faculty and staff member has signed a statement promising to do their part in “developing a learning community that is welcoming and congenial to colleagues and students whose ages, ancestries, colors, creeds, disabilities, genders, personal lifestyles, races, religions, sexual orientations, or military/veteran status vary from their own.” The commitment is reviewed annually at a faculty meeting.

d) **College of Education.** The College of Education publicizes its commitment to diversity in the following ways:

- The administrative leadership of the College is committed to promoting diversity in all of its interactions, including in public presentations to alumni and supporters of the College, in staff and faculty hiring and recruitment practices, in appointments to committees and in the application of the College’s standing policies on diversity.

- The strategic plan of the College puts diversity concerns at the center of its mission and vision. The College holds itself accountable to all accreditation standards that address diversity issues. See [http://education.ua.edu/about/ncate/standard-4-diversity/](http://education.ua.edu/about/ncate/standard-4-diversity/).

- Departmental policies and procedures in the College convey a commitment to equal opportunity and shared respect, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship or veteran status. Several departments state their teaching missions in terms that openly engage and honor differences, and that promote social justice. The Social and Cultural Studies program, for instance, promotes a learning experience particularly concerned with, in the words of its mission statement, “analyzing diversity and social inequities generated by factors such as race, gender, social class, culture, ethnicity, language, and sexual orientation.”

- All position advertisements in the College reflect a statement of commitment to diversity. The College shares UA’s diversity mission in its student orientation and recruitment sessions. All student recruitment and promotional materials developed in the College are attentive to and reflective of the demographic nature of the population in Alabama.

- In the teacher education program, the disposition of advocacy for diversity is assessed as a key matter for the development of young professional educators. In the spring of 2014, for instance, four students seeking entry into the Teacher
Education Program were deferred admissions until they agreed to read widely on diversity.

- The COE’s 50th Anniversary Committee offered a number of programs that focused on communicating the COE’s commitment to diversity and that offered diversity discourse opportunities to the university community. In September of 2013, Dr. Carol Lee presented the COE-sponsored Curtis Lecture, titled Theory of Cultural Modeling. In November of 2013, Dr. Joyce King presented the Laible Memorial lecture, entitled Staying Human: Black Studies and Liberating Education for the Praxis of Freedom. And in February 2014, the COE aired the documentary, called The Stand, which captured the account of the 1960’s Birmingham selective buying campaign. The file was followed by a panel discussion. Each of these events was well attended by the university community. Dr. McHargh annually arranges for student to visit with staff and students at Bishop State and Shelton State Community Colleges. Both schools have traditionally enrolled a large percentage of African American students. Bishop State is still a predominately African American IHE.

- The Department of Special Education and Multiple Abilities offers a course (SPE 100: Exceptional Lives in Society) that gives non-education majors an introduction to the various exceptionalities evidenced in learning and well as suggestions on how to be more receptive to the needs of diverse populations.

e) College of Engineering. The College of Engineering publicizes its commitment to diversity in a variety of ways discussed in Goal 4, including through its Multicultural Engineering Program, and in its promotional materials, which include diverse genders, races, and ethnicities in photo shoots and which stress the fact that students can receive an excellent engineering education at a diverse liberal arts university. In addition, the College proudly supports professional organizations like the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, each of which provides career networking and professional advising and reflects a diverse college community. The National Society of Black Engineers also communicates the College’s commitment to diversity through its tutoring at a predominately African-American middle school in Tuscaloosa to help develop science, technology, engineering, and mathematics skills of young African-American students.

f) Graduate School. In addition to engaging in aggressive student outreach recruitment efforts, as described in the section on Goal Four, the Graduate School continues to communicate diversity as its strategic goal to enhance learning and attract and retain excellent students.

- Articulation of working goals underpinning all of the school’s initiatives. The Dean paraphrased the following two working goals that make it clear that diversity in all its forms and service to students and faculty are linchpins of all other quality goals and initiatives. Those two goals are:
i. Partner with colleges and departments to develop nationally-prominent graduate programs that synergistically contribute to the University goal of a 35,000-student, first-tier, student-centered research university by enhancing UA’s scholarly, teaching and service missions, and

ii. Increase the size, quality, and diversity of the graduate student body and maximize opportunities for graduate student and graduate faculty development.

- The Graduate School website includes, under the heading of Recruitment and Outreach, a site titled ‘Opening the School House Door’ and uses UA’s historical context as a counterpoint for the concerted quest to make diversity and excellence co-aspirations in graduate education.

- **Commitment to diversity attracting national attention.** Clearly, diversity in all its forms and service to students and faculty are recognized as linchpins of all other quality goals and initiatives. African-American graduate student enrollment has increased at UA in each of the past ten years, but dipped slightly from 684 in Fall 2012 to 661 in Fall 2013, mirroring the overall drop in graduate student numbers from 4,853 to 4,713 in those same years. Hence, the percentage of African-American students remained essentially unchanged from 2012 to 2013 at 14.0%. Our UAOPS goal for African-American graduate student enrollment was set at 9%; this was revised to 12-15% in 2008. UA has begun to attract national attention for leadership in recruiting, retaining, and graduating students from underrepresented minority groups: UA ranked 2nd among the 50 flagship university campuses in percentage of African-American graduate degree recipients (IPEDS; 12.14% of all graduate degree recipients in 2011-2012). In 2011-12 UA ranked 30th in the nation among all institutions, including HBCUs, in the total number of African-American graduate degree recipients. For 2011-12, UA data show that Black students received a record 45 doctoral degrees (17.9% of all UA doctorates, and besting last year’s record 31) and a record 193 master’s (12.9% of the total degrees conferred and besting last year’s record 155). UA has gotten national press attention for leading the nation in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 27 Scholars currently enrolled, 90 total Scholars enrolled since the program’s inception in 1993, and 51 Scholar graduates, nearly all of whom are employed in positions utilizing their UA doctorates. In December 2008, The University of Alabama Graduate School won the prestigious Council of Graduate Schools/Peterson’s Award in Washington, D.C. for innovation in creating an inclusive graduate student community, in competition with 16 other nationally-prominent graduate schools. The $20,000 matching award has created new mentoring programs for underrepresented and underserved graduate students to increase retention and decrease time to degree. The success of these programs has resulted in invited national paper presentations by the Dean and Assistant Dean at the Council of Graduate Schools’ national meetings and other venues in recent years.

- The UA Graduate School hosted a symposium, entitled “Opening the (Graduate) Schoolhouse Door”, in September 2013 to commemorate the 50th anniversary of the Stand in the Schoolhouse Door. The symposium was well-
attended by the campus and off-campus community, and attendees learned that in 2012-13 there were more African-American graduate degree recipients (281) than the TOTAL African-American graduate student population (277) as recently as 2001-02.

- **Additional efforts.** The Graduate School administrative staff has redoubled efforts to be highly visible in minority recruitment efforts, international student recruitment, and in meeting with minority student organizations. In addition, for the past seven years, OGS has funded multiple students from the African-American Graduate Student Association to attend the National Black Graduate Student Association annual meeting. As well as representing the Graduate School and UA as presenters, the students sponsored have been accomplished ambassadors and generated prospects and applicants from these events. At the May 2013 NBGSA meeting held in Baton Rouge, LA, UA student attendees won 1st and 3rd places in the oral presentation competition and 3rd place in the poster competition.

- The Graduate School has built on this successful base to expand the Research and Travel Scholarships Awards program, encouraging more graduate students from underrepresented groups to participate in and present papers and research at national conferences in the students’ field of study.

**g) College of Human Environmental Sciences.** HES is committed to diversity and the core values of the College as listed in the HES Strategic Plan include diversity. A specific action item in this plan is to increase enrollment proportionately equal to or exceeding the University’s rate of underrepresented minority students into the academic program offered through HES. This plan, including the goal and the action steps, is posted on the College website ([www.ches.ua.edu/pub/files/ches-strategic-plan.pdf](http://www.ches.ua.edu/pub/files/ches-strategic-plan.pdf)). The National Survey of Student Engagement that is administered to seniors at UA includes a perception of the commitment to diversity, thus the responses are monitored closely. The specific question regards racial equality and the response by seniors in HES was the highest of any division. Communicating diversity begins at the youngest age in this college. For example, the Children’s Program in the Child Development Research Center is designed to accept children from diverse family units to provide an array of races/cultures/ethnic groups for UA students to observe as they complete course requirements. The Children’s Program holds an Annual Holiday Cultural Celebration where families share their unique cultural celebrations, thus communicating a respect for diversity among children and families of UA and the wider community.

Dr. Angelia Paschal, Associate Professor, and Dr. David Birch, Professor and Chair, in the Department of Health Science have continued working toward the initiation of an institution that will focus on research and health promotion programs that address health equity and health disparities.

Dr. David Birch, Professor and Chair; Dr. Angelia Paschal, Associate Professor; and Dr. Brian Gordon, Assistant Professor are in the planning stages of a study assessing the race and ethnicity of faculty members in health education professional preparation.
programs in the United States. This study is a replication of a 2010 study in which Dr. Birch served as principal investigator. The research team will also include two faculty members from two other universities. This study will not only make a contribution to the professional of health education but also provide visibility to our department’s commitment to cultural competency and health equity.

h) School of Law. The Dean is personally involved as a champion of diversity in the Law School through many of his speeches, programs, and fund raising for organizational support. He also seeks diversity in his recruitment of outstanding students, faculty, and staff from a broad range of backgrounds and experiences. Every significant program at the Law School has some aspect of diversity as a core value. The Dean also informed the chair of each major law school committee about the Law School’s and the University’s diversity goals, and charged each committee to seek diversity, where applicable. All of the committees had as part of their charge seeking diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated a commitment to diversity to the Admissions office, the entire faculty, to various student organizations, and to alumni.

Within the last few years, the Law School has incorporated diversity training workshops into orientation for all new students. Each year since 2008, Professor Bryan Fair has given an address regarding diversity during the orientation for all new students. Additionally, Professor Fair regularly meets with the leaders of minority student organizations to encourage them to collaborate and co-sponsor events. Professor Fair also serves as advisor to the Black Law Student Association and the Gay-Straight Alliance (Outlaw). The Dean works with a diverse group of approximately 40 student organizations to help promote a diverse and welcoming environment for all students.

i) Capstone College of Nursing (CCN) philosophy, published in handbooks in print and on websites and discussed with all students, describes the values and beliefs of the faculty of the College and provides a framework for the CCN curricula.

The strategic plan of the Capstone College of Nursing includes objectives to increase minority enrollment, to increase the number of minority students who are ambassadors, and to promote research related to rural health, racial and ethnic disparities in health, culture and health care. This plan is posted on each floor of the college and in its stairway.

There are six core values in the plan, the first is excellence; the second is diversity. Under Goal 1, objective 1.16 states: Increase full time faculty diversity in education preparation and minority representation. Progress on this objective is measured at the end of the academic year and reported to faculty in the last meeting of the Faculty Organization.

CCN’s commitment to diversity as part of its educational mission can be seen in a new program developed last year in cooperation with the Tuscaloosa VA Medical Center.
This program prepares nurse practitioners who will be eligible to be dually certified as a family nurse practitioner and a psychiatric/mental health nurse practitioner. The program recruits nurses from within Alabama who will be prepared to meet the health care needs of rural Alabamians, many of whom are African American. There were six students in the first cohort of this program, four of whom were African American.

j) School of Social Work. Social Work communicates its commitment to diversity by (a) printing its diversity policy statement in its student handbooks and including other statements regarding diversity in its handbooks and syllabi; (b) assessing students’ attainment of program objectives related to diversity; (c) including diversity concerns in events and conferences and by publicizing those and other aspects of Social Work’s commitment; and (d) attending to diversity issues when it recruits administrators, faculty, staff, and students. Brief examples of how Social Work communicated commitment to diversity as a part of its educational mission follow. More details are provided in the sections on Goals 2-4.

- Diversity in Courses: Many years ago, faculty promulgated this policy on inclusion of cultural diversity content in the curriculum: “The faculty of the School of Social Work is committed to teaching, encouraging, and promoting an appreciation of human diversity including ethnic minorities of color, women, and other groups. The faculty is also committed to the prevention and elimination of discrimination and oppression directed toward these groups.” As a result, many courses in the BSW, MSW, and PhD, and continuing education programs currently include content and objectives, relevant to the course topic, designed to develop an appreciation of diversity and to building an understanding of and sensitivity to the special needs of ethnic minorities of color, women, and other groups, and the patterns and effects of discrimination and oppression directed toward them. The faculty is committed to a continuous review of all courses to determine if and how this content can be incorporated appropriately into all courses in the School’s curriculum. This review is done by appropriate School committees.
- In their syllabi, several faculty members include statements about diversity and students’ obligation to be respectful of differences.
- One of the objectives of both the BSW and MSW programs articulates the focus on diversity: “Students will demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” This statement is printed in the student handbooks that are available on Social Work’s website.
- One of the themes of the BSW and MSW programs is Valuing Diversity: “Social workers value and work respectfully with people who are different from themselves.” This theme statement is printed in the student handbooks.
- In 2009-2010, new BSW/MSW program competencies and practice behaviors, in alignment with the Council on Social Work Education’s Educational Policy and Accreditation Standards were adopted and included in syllabi, field
education learning contracts, field education student evaluations, exit surveys, and in our administered employer and alumni surveys.

- BSW students are educated to become generalist social work practitioners and our MSW students to become advanced social work practitioners, who build on the generalist model with advanced skills. The definition of generalist practice, taken from the CSWE EPAS follows, with a sentence related to diversity highlighted.

  Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

- Social Work attends to diversity issues by engaging speakers and organizing conferences and workshops, ensuring that diverse speakers and diversity topics are included.

- Social Work ensures that student recruitment and retention materials and other publicity about the school include pictures that highlight diverse faculty, staff, and students and content that illustrates commitment to diversity. Each educational program and each student organization have bulletin boards and additional general bulletin boards are located prominently in the halls of the School. On those bulletin boards, one can see flyers for diversity-related events, articles about diversity issues, and pictures illustrating the diversity in the School and applauding the activities and accomplishments of diverse individuals and groups. The School is accessible and the wheelchair ramps and classroom technologies serve as reminders of need to provide accommodations to those who need them. Many of the faculty and staff display Safe Zone logos on the doors, a sign to members of our LGBTQ community that they will find a safe place to discuss issues related to sexual orientation (the School is also listed on the Safe Zone website). The School has some assistive technology available, besides that provided by the Office of Disability Services, including an easy to use portable AT&T Telecommunications Device for the Deaf (TDD 2700) to accommodate telephone conversations with persons with hearing impairments. All videos used in classes (both on-campus and online) are closed captioned. One of the multimedia classrooms (room 104) has an assisted listening device.
• Each year the Affirmative Action and Cultural Diversity Committee and the Executive Committee reviews work regarding diversity within our educational mission.

• Some faculty members participate in events and activities that highlight diversity. For example, Tyrone Cheng is a member of the University of Alabama International Education Committee, where information about and resources for international students are shared. As another example, several faculty members organized an ad hoc diversity action group that seeks to develop practical strategies for increasing student knowledge of and appreciation for diversity. Currently, it is seeking support for a proposal to add a diversity requirement to the core curriculum.

k) Alabama Disabilities Advocacy Program (ADAP). ADAP promotes and publicizes its commitment to diversity in the mission and vision statements. The ADAP website (www.adap.net) posts the mission and vision on the front page, which reads: “ADAP’s mission is to provide quality, legally based advocacy services to Alabamians with disabilities in order to protect, promote and expand their rights. ADAP’s vision is one of a society where persons with disabilities are valued and exercise self-determination through meaningful choices, and have equality of opportunity.” ADAP’s general brochure also promotes the mission and vision statements which focus on people with disabilities. The brochure is provided to individuals with disabilities, their family members, other advocates, service providers, policymakers at the state and local levels, etc. ADAP is committed to using inclusive language and photographs depicting images of diverse populations in all of its publications and trainings.

l) Capstone International Center. The Capstone International Center’s mission statement is published in each issue of its newsletter which is mailed throughout the State of Alabama and the Southeast and is listed on its website, http://international.ua.edu/. In addition, UA’s commitment to diversity has been articulated to the community through presentations by the Associate Provost for International Education and CIC staff in conjunction with programming at the Center for Community-Based Partnerships (CCBP) and at meetings with representatives from the Tuscaloosa Industrial Development Authority.

m) Office of Equal Opportunity Programs. The Office of Equal Opportunity Programs maintains a website, http://www.eop.ua.edu/, that is focused on communicating the University’s commitment to diversity and compliance with non-discrimination and affirmative action laws and regulations. This office facilitates the review and update of the President’s Statements on Commitment to Diversity, Equal Opportunity and Nondiscrimination, and American with Disabilities Act; posts the updated statements to the University website and distributes them via hard copy to University employees. This office also reviews various recruiting materials to ensure inclusion of the University’s most current statements on diversity, equal opportunity and nondiscrimination, and affirmative action. Finally, the University Compliance Officer/Director provides leadership and liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the
administration on equal opportunity issues. The committee identified and is pursuing the following initiatives: (1) developing a mission statement for the committee, (2) including diversity workshop as a requirement for Spring Orientation for new students, (3) including diversity courses as part of the Core Curriculum, and (4) identifying and expanding scholarship opportunities for a more diverse pool of students, and (5) exploring need for an office of diversity/chief diversity officer at the University.

n) Community Affairs, Crossroads Community Center. Crossroads communicates the University’s commitment to diversity through display materials presented to potential students and their families at University Days, Bama Bound, Get on Board Day, International Student Orientation, Week of Welcome (WOW), and multiple interactive presentations for student recruiting programs and freshman introductory courses. Crossroads also communicates the varied opportunities the University makes possible for diverse learning experiences through its website, Facebook pages, and Twitter accounts.

- Communication at Bama Bound, Get-on-Board Day, International Student Orientation, University Days, and WOW. A multicultural team of representatives and the informative Crossroads Community Center display and brochures are part of each University Days, Get-on-Board Day, International Student Orientation and Bama Bound throughout the academic year (about 40 events). The display has student photos from actual Crossroads events representing the faiths, cultures and identities that grace the Capstone. Bama Bound (summer new student orientation), University Days (introduction to UA for high school seniors), International Student Orientation and Get-on-Board Day (introduction to student activities during the first week of school) reach thousands of students and their families with information about life at The University of Alabama. Through the participation of Crossroads and its interns in these efforts, the University takes advantage of the opportunity to publicize the specific programs that demonstrate its commitment to diversity. The University’s support for the diversity programs of Crossroads Community Center is underscored by its location at the very heart of the campus on the third floor of the Ferguson Center Student Union next to the SOURCE — UA’s office of student involvement.

- Interactive presentations for student recruiting programs and freshman introductory courses. Each semester Crossroads is invited to multiple freshman Compass courses and sections of NEW 222 Academic Potential to engage students in fun, but thought-provoking, programs to increase awareness and appreciation for diversity at UA. In the summer months, Crossroads provides similar experiences for high school students attending recruitment programs through the Honors Academy (http://honors.ua.edu/honorsacademy/), the Culverhouse College of Commerce and Business Administration Majors Awareness Program (CMAP), and the Accounting Career Awareness Program (ACAP).
• Communication through the Website, Facebook and Twitter. The Crossroads website is updated regularly to publicize the multicultural programs and relationships fostered throughout the year by its initiatives. The website publicizes campus intercultural efforts and, through its wealth of helpful links, connects students and faculty to national resources in the field. Facebook pages and Twitter feeds for Crossroads and its signature programs Sustained Dialogue and the Better Together Interfaith Initiative are managed by the Crossroads office. The main Crossroads Facebook page is linked to the University’s Facebook page and the Crossroads website homepage so that individuals who are visiting the University online can quickly learn of its commitment to diversity. Through these website and social media venues, students, faculty and staff of all faiths, cultures and identities are encouraged to participate in exchanges and learn from the rich diversity of experience on campus.

Student Affairs. Communication of diversity as part of UA’s educational mission is encompassed within the mission statement of the Division of Student Affairs, which is “to maximize every student’s UA learning experience,” and explicitly includes a goal that students develop “skills for living in community (inclusiveness and respect, citizenship and responsibility, and interpersonal skills).” Student Affairs websites, brochures, and publications are expected to use inclusive language and graphic images representing diverse populations. The following areas communicate a commitment to diversity in a variety of ways:

• The Blackburn Institute’s first overarching value states, “to facilitate diversity of opinion by providing opportunities for students to experience all sides of issues impacting their communities as well as creating situations for open dialog focused on fostering the resolution of issues rather than their mere identification.” The Blackburn Institute ensures that representation of ethnically diverse students appear in promotional and informational materials.
• The Career Center facilitates individualized career development for all UA students and alumni. Through training on career development for diverse populations, the staff seeks to approach each client interaction with the knowledge necessary to provide constructive guidance. Resources and information on the Career Center website and in the Career Resource Center address unique career concerns for underrepresented populations.
• The Community Service Center commits to educating students for service advocacy and leadership, civic responsibility, and lifelong volunteerism by increasing awareness of community needs, resources and opportunities.
• The Counseling Center ensures representation of ethnically diverse students appear in primary marketing tools, including brochures on Counseling Center programs and services and the website. The Center promoted outreach efforts focusing on minority students through email and print distribution of announcements and continues to monitor and expand new web resources for minority students on the Counseling Center website.
• Housing and Residential Communities supports development, learning and engagement through intentionally designed environments, programs and
services specifically through a strategic priority of inclusiveness. Community living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you.” Housing and Residential Communities ensures that representation of diverse students appear in primary marketing tools and the department’s website.

- The Office of Student Conduct incorporates the University’s Capstone Creed, which requires students to “act with fairness, honesty and respect; foster individual and civic responsibility” in all advertisements and printed materials. The Code of Student Conduct requires that students “must observe rules that benefit their classmates and their University” and that they are to “respect the dignity, rights and property of others.”

- The Office of Graduate Student Services shows its commitment to diversity by infusing the ideas of connection and uniqueness into the mission of the office and addressing these ideas on the departmental website. In addition, one of the key areas of engagement for graduate students centers around global awareness and engagement, in an effort to prepare graduate students for the job market or academic environment that they are likely to encounter upon completing their degrees.

- The Office of Greek Affairs provides active oversight of chapter events, serves as a liaison between faculty, alumni advisors, national offices, and parents; develops values-based leadership development programming; provides training in areas such as chapter operations, diversity, risk management, health and safety, and membership recruitment; monitors the academic performance of fraternity and sorority members; and recognizes the positive achievements and contributions of community members.

- The Office of Student Care & Well-being works to assist students to become more integrated into the campus community and become a successful UA student. Our primary focus is to provide individualized support for students experiencing a crisis. Through training, our office staff and our On-Call professionals gain the knowledge needed to offer guidance and support to our diverse student population.

- The Office of Student Involvement shows its commitment to diversity through encouraging open exploration, to include areas that are new and different, as well as fostering individual growth and development. Through an emphasis on five keys areas of engagement, the office seeks to assist students in having enlightening experiences that propel them to think outside of the box. In addition, the office continues to promote the creation of diverse student organization offerings, as well as makes an effort to reflect diversity in hiring, publications, and program offerings.

- The Office of Student Media. During student leader training conducted at the beginning of the Fall semester, a commitment to diversity among the student staff as well as within the content of the media published is discussed.

- University Programs communicates its support for The University of Alabama’s commitment to diversity through training and development of our
student employees, marketing our tailored events to campus, and our academic engagement. Each new University Programs employee becomes well versed in diversity, sensitivity, and leadership. Because each event hosted by UP is designed to fit the customs and traditions of our diverse student body, the students selected to serve these individuals are trained to approach each event differently. The events strive to encourage and foster engagement; relationships and a sense of belonging. Learning objectives are set for each event to reflect cultural and social benefits for the educational purposes of the University. Our staff also works diligently to make sure all marketing reflects diversity, including all print and digital promotions.

- The Office of Fiscal Affairs (Student Organization Funding). The Financial Affairs Committee allocates funding to all registered student organizations based on funding proposals. Several of the funding proposals incorporate a commitment to diversity through the variety and diversity of the student organization projects and initiatives.

- The Office of First Year Experience and Parent Programs. This office is committed to supporting the successful academic and social transition of new students and families into the University of Alabama community. Staff members in this office continue to monitor and ensure that printed and electronic materials including brochures, newsletters, Parent Guide, emergency alert notifications and Parent Calendar and Handbook reflect the vibrant and diverse UA community.

- The Office of Veteran and Military Affairs provides programs and services to meet the special needs of all veterans, service members, dependents, and survivors. Outreach efforts are focused on these students through email and printed materials which represent the diversity of this community. The staff addresses the unique issues and concerns of these students through the programs and services we provide. The Office works closely with the Campus Veterans Association (CVA), which is the student organization that represents this special population.

- University Recreation. The departmental mission speaks directly to all students and the greater university community by encouraging healthy lifestyle opportunities that strengthen learning and personal growth. Programs, services and facility operations are designed to meet the needs of a diverse population of participants with special emphasis on access and reasonable accommodation for all participants. University Recreation undertakes regular environmental scans as performed by the Division of Student Affairs to ensure publicity and promotional materials for all patrons are reflective and representative of the wide range of diversity evident in all aspects of programs, services and facility access. Careful attention to a mix of racial, ethnic, gender and abilities of individuals in promotional materials is clearly showcased.

- The Women’s Resource Center launched its new mission statement at the beginning of 2014. This mission demonstrates Women’s Resource Center’s commitment to diversity as an integral to our work. The mission states: “The University of Alabama Women’s Resource Center, through a focus on gender, fosters a community of social justice, safety, diversity, leadership, and
education. This is accomplished by outreach, advocacy, collaboration, and support to individuals and communities of all identities.” This mission is further articulated based upon a set of values, one of which is diversity. The mission reads: “Through our programming, we foster an environment that promotes understanding of the differences which enrich our lives and celebrates the contributions of the entire campus community. As we develop our programming and outreach efforts we strive to include the input, needs and interests of women of all racial and ethnic groups, ages, sexual orientations, and religious beliefs; create a welcoming environment that reflects the diversity of our campus community; and celebrate and acknowledge the contributions of all women.”

p) Intercollegiate Athletics. The Department of Intercollegiate Athletics’ mission statement defines the department’s commitment to diversity. Specifically, one of the six core values of the mission statement is “Respect – We will demonstrate diversity and inclusiveness within our department…providing opportunities regardless of gender, race or physical challenges.” Plaques displaying the Department’s mission statement/core values were installed at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. In addition, the mission statement is published in various other electronic and print media, such as on www.rolltide.com, in the sport media guides, and in the Student-Athlete Handbook. Finally, the University’s Statement on Diversity is included annually in the Student-Athlete Handbook.

q) University Press. The University of Alabama Press works to communicate commitment to diversity as part of UA’s educational mission through its outreach efforts. The Press sustains active and continuing programs to publish both scholarly and general-audience works on the South in general and Alabama in particular, emphasizing Civil Rights heritage, African-American poetry and poetics, and on the history and culture of ethnic, minority, and disadvantaged communities. Such effort can be quantified through reporting the number of titles published in these areas. The Press’s most recent publications which help communicate the institution’s commitment to diversity as part of its educational mission include: This Bright Light of Ours: Stories from the Voting Rights Fight, by Maria Gitin; A Final Reckoning: A Hannover Family’s Life and Death in the Shoah, by Ruth Gutmann; The Border Crossed Us: Vernacular Rhetorics of Borders, Citizenship, and Latina/o Identity, by Josue David Cisneros; Race and Culture in New Orleans Stories: Kate Chopin, Grace King, Alice Dunbar-Nelson, and George Washington Cable, by James Nagel; Panic Fiction: Women and Antebellum Economic Crisis, by Mary Templin; In the Shadow of Hitler: Alabama’s Jews, the Second World War, and the Holocaust, by Dan J. Puckett; Caribbean Literary Discourse: Voice and Cultural Identity in the Anglophone Caribbean, by Barbara Lalla, Jean D’Costa, and Velma Pollard; The Journal of Sarah Haynsworth Gayle, 1827-1835: A Substitute for Social Intercourse, edited by Sarah Woolfolk Wiggins and Ruth Smith Truss; Turning the Tide: The University of Alabama in the 1960s, by Earl H. Tilford; Quince Duncan: Writing Afro-Costa Rican Identity, by Dorothy E. Mosby; Secrecy and Insurgency: Socialities and Knowledge Practices in Guatemala, by Silvio

In addition to these new books, the Press has continued actively promoting such recent books as: *Darkroom: A Memoir in Black and White*, by Lila Quintero Weaver; *Old Havana / La Habana Vieja: Spirit of the Living City / El espíritu de la ciudad viva*, by Chip Cooper and Nestor Martí; *Tohopeka: Rethinking the Creek War and the War of 1812*, edited by Kathryn E. Holland Braund. In promoting these and other books, the Press has had numerous opportunities to reach out and partner with diverse communities around the state, region, and nation. Most prominent among these activities would be the promotional efforts for *Opening the Doors: The Desegregation of the University of Alabama and the Fight for Civil Rights in Tuscaloosa*, by B. J. Hollars (including President Judy Bonner’s distribution to UA’s Board of Trustees) and continued promotional efforts for *Desert Rose: The Life and Legacy of Coretta Scott King*, Lila Weaver’s *Darkroom: A Memoir in Black and White*, and *Doc: The Story of a Birmingham Jazz Man*.

**GOAL TWO**
Goal Two: Create and sustain an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance, and prepares students for the global society in which they will live and work.

Action Steps:

1. The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive, and respectful campus environment.

2. The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.

3. The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.

The following initiatives/programs throughout the University are effectively implementing these three action steps toward achieving Goal Two.

1. Offices Created to Provide Leadership in Promoting a Diverse, Inclusive and Respectful Campus Environment

a. The Office of the Vice President for Community Affairs

This office seeks to combine the capacity of a major research university with community partners in an effort to expand the classroom for students and faculty, while assisting in improving the quality of life for those living in our local and regional communities. It also seeks to address the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity. New and ongoing initiatives of this office related to sustaining an inviting and inclusive campus environment are publicized at http://communityaffairs.ua.edu/. The Crossroads Community Center discussed below reports to the Vice President for Community Affairs.

The Center for Community-Based Partnerships (CCBP), led by Vice President Samory Pruitt as the Executive Director and a 40-member council of faculty and staff with interest in community-based scholarship, provides seed funding for faculty/staff projects and conference expenses, produces a fall and spring newsletter that showcases UA outreach efforts, and produces a peer-reviewed journal focusing on community-based research (see http://ccbp.ua.edu/ for more details). A number of the following projects
initiated and/or co-sponsored by the CCBP and Council involve work intended to address health, economic, and educational disparities in rural and underrepresented communities:

- **STEM Entrepreneurship Academy (SEA).** The STEM Entrepreneurship Academy is a program designed to expose students to Science, Technology, Engineering, Mathematics (STEM), and Entrepreneurship while helping students realize options in these fields as they plan for their futures. This program has two parts: the summer camp and the follow-on activities in the schools throughout the year. In previous years, the Capstone Entrepreneurship Camp, through a partnership between CCBP and the Culverhouse College of Commerce and Business Administration, provided rising high school seniors a challenging experience to learn about college life while developing an understanding of entrepreneurship as a career and its role in the economic development of their communities. For the past two summers the College of Arts and Sciences and the College of Engineering joined the partnership to pilot a camp which introduced enterprising high school students in grades 9-12 to the concept of science, technology, engineering, and mathematics (STEM) entrepreneurship in an effort to help students visualize opportunities in these fields. The SEA curriculum was delivered during the school year to students from the SEA participating schools (in six counties, three of them Alabama Black Belt counties), from university members who worked with the students to critically investigate the different STEM topics and entrepreneurship applications. Students ultimately developed product ideas, created business concepts around the products and delivered final oral presentations. Participants in the 2014 camp were exposed to an evening of science in a university laboratory, a day each with a primary focus on Technology, Engineering, and Math. Before each day was concluded there was a practical exercise connecting each area of STEM to entrepreneurship. This year’s camp included 27 participants from six counties across the state of Alabama to include Greene, Marengo, Sumter, Walker, Pickens, and Tuscaloosa County. SEA will advance the goals of the summer camp by carrying out the SEA curriculum by working closely with members of UA faculty and arranging monthly visits from university graduate students and staff members to each school during the academic year.

- **The 100 Lenses Program.** The Black Belt 100 Lenses Program, a Center for Community-Based Partnerships initiative, combines a research methodology, photovoice, with video and critical writing, enabling Black Belt junior high and high school students to analyze their communities with an eye toward grassroots improvements. Black Belt 100 Lenses, in conjunction with the Black Belt Community Foundation, has hosted photograph exhibits on the UA campus and in the communities of the Black Belt. The award-winning program was led by CCBP graduate student Elliott Knight in conjunction with the leadership of the Black Belt Community Foundation. An annual summer camp helped young students develop greater understanding and appreciation of the history and culture of their region through photography, writing, performance, discussion, and other activities. A new program to digitally archive the rich collection of photos from the Black Belt 100 Lenses initiative secures this historic collection for the future. During the 2013-2014 year, an archive detailing the contributions of program participants was produced, through a collaborative effort between the Center for Community-Based Partnerships, the Black
Belt Community Foundation and the Alabama Digital Humanities Center. The archive can be found here: [http://apps.lib.ua.edu/omeka/](http://apps.lib.ua.edu/omeka/). The process of creating the archive was formally presented in two separate sessions on campus at The University of Alabama; each presentation drew a diverse audience of faculty, staff and community partners. The archive was completed with the assistance of a diverse group of undergraduate and graduate student interns and research assistants who gained invaluable experience related to the role of digital humanities in supporting issues of diversity and knowledge creation.

- CCBP became a partner in production of the *Black Belt Connection*, a project of CCBP graduate assistant Kirsten Barnes. This newsprint publication reaches a target market of Black Belt counties with majority African-American populations.

- CCBP continued to support financially and with personnel participation the *Multicultural Journalism Program* (MJW), now in its 31st year. Dr. Ed Mullins, dean emeritus of the College of Communication and now director of Research and Communication at CCBP, co-founded MJW and directed or co-directed the annual workshop for the program. The program has added substantially to diversity in the news media. More than 600 high school students interested in journalism have come to the UA campus for a 10-day intensive summer workshop that teaches them to produce news in a multicultural society using multiple platforms.

- CCBP interns provided print, video, graphic and research support to the *Alabama Entrepreneurial Research Network*, a network of 19 rural, underserved counties in Alabama, most with minority populations of 50 percent or greater and whose population has a larger number of children living in poverty than the state as a whole.

- *Voces de los Padres* is a parent-led educational advocacy group coordinated by the Office of Community Education. Since its development in 2012, Voces de los Padres has provided opportunities for undergraduate and graduate students to work with Hispanic students and their families through parent involvement workshops, enrollment activities, presentations and the creation of guided tours to educate parents about services available through the Tuscaloosa Public Library and the Center for Community-Based Partnerships. Using social and digital media, Voces de los Padres has increased awareness about the importance of education, and Voces de los Padres parents have coordinated inter-district meetings to develop ways to work with schools to support the learning of Hispanic students. In 2014, Voces de los Padres spearheaded the first Hispanic graduation, which involved CCBP undergraduate and graduate interns. The graduation celebrated the accomplishments of Hispanic children from grades pre-K through high school; over 80 people attended the graduation.

- *Undergraduate and Engaged Scholarship Mentorship and Other Activities*. The Office of Student and Community Engagement assumed responsibility for the Scholars for Community Outreach, Partnership and Engagement (SCOPE) and began implementation of several new programs, including the SCOPE Fellows and Research Associates. SCOPE is a diverse group of undergraduate and graduate students, both in terms of ethnicity and gender.
  - CCBP produced two volumes of *Journal of Community Engagement and Scholarship* (JCES), a nationally recognized research journal whose focus is engagement scholarship, a major goal of which is to conduct action research with underserved communities to help solve problems the communities and universities have identified
in collaboration with each other. Articles addressed in 2013-14, among other topics: health care delivery, social capital in neighborhood revitalization, HIV education in Alabama, a tool for matching engaged scholars and community partners, institutionalization and possible futures of service learning, and exploring research perception in underserved populations. Vol. 6, No. 1 Special Conference Issue includes scholarly articles on contributing to family health using a promotora program in Guatemala (a promotora de salud, Spanish for “promoter of health,” is an indigenous leader within a community, who has been trained to address common health issues within the community (Elder, Ayala, Parra-Medina, & Talavera, 2009)); the power of stories to build partnerships and shape change; learning the sociology of poverty though service after the Tuscaloosa tornado; global citizenship for the non-traditional student; and learning professional journalism with help from university faculty and students. Copies were distributed at the Engagement Scholarship Consortium Conference 2013 (ESC), and the journal earned the co-sponsorship of ESC.

- Tuscaloosa VA Medical Center Outreach to Veterans on College and University Campuses Project. Community Affairs continues to work closely with the Veterans Administration Center to provide ongoing support to the veterans and the dependents of veterans who are attending UA. Community Affairs provided a letter of support for the Tuscaloosa’s VA application for a grant to provide outreach to students on college and university campuses. The grant was funded and representatives from UA are serving on the advisory committee to assist with the implementation of the project. The main objective of the project is to provide an opportunity to form a bridge between local colleges/universities and the VA Medical Center. This program serves as a safe haven for veterans who have decided to pursue higher education but need the support of their peers to deal with the challenges of entering academia. The Director for Community Development attends the advisory meetings on a regular basis and provides UA support.

- AlabamaREAL. AlabamaREAL is a project of the Center for Community-Based Partnerships and The Culverhouse College of Commerce and Business Administration. Each year the project partners with internal UA divisions, external organizations, and Alabama’s public high schools to present and conduct activities that focus on the following areas: understanding entrepreneurship and local economic development, entrepreneurship as a career, and personal and professional skills such as goal-setting, planning, and teamwork. The program provides resource materials and technical assistance in entrepreneurship education for high school teachers and youth. During the 2013-14 school year, staff made presentations in eight workshops and conferences, assisted in three youth camps, and participated in 13 school programs in nine of Alabama’s Black Belt and West Alabama counties, engaging with over 400 minority students, teachers, and community members.

- Parent Teacher Leadership Academy (PTLA). In partnership with the Tuscaloosa City and County School Systems and UA’s Colleges of Education and Human Environmental Sciences, the Division of Community Affairs created the Parent Leadership Academy (today the Parent Teacher Leadership Academy) in an effort to build stronger school-community partnerships intended to improve student achievement and encourage parental participation in their children’s schools. The National School Board Association recognized
the PTLA as a premier program in the United States in 2012. School systems in several additional counties have since been brought into the program. The PTLA curriculum is intended to maximize the leadership potential of parents to collaborate with educators and become active partners in the education of their children and other children in the community. PTLA participants are a diverse group of elementary school parents who are active in their respective schools. The PLA graduated its first class of 20 parents in 2008, graduated over 40 parents in 2009, 50 in 2010, 43 in 2011, 43 in 2012, and 40 in 2013. Now PTLA, the program graduated 65 parents and teachers in 2014. In addition, a paper presentation describing the outcomes of the PTLA was presented at the annual Engagement Scholarship Consortium meeting in October 2013.

- **Engaged Scholarship Awards and Seed Funds for Engaged Scholarship.** Community Affairs established the Center for Community-Based Partnerships (CCBP) to provide campus leadership in community-engaged scholarship that supports UA’s outreach mission, and its Council on Community-Based Partnerships provides leadership to support faculty, student, and community partner engagement efforts campus-wide. In support of community-engaged scholarship, the Division of Community Affairs, through its Center for Community-Based Partnerships (CCBP), has hosted the Engaged Scholarship Awards Luncheon for the past eight years. This event recognizes the best in community-engaged scholarship among our faculty, staff, students, and community partners. This year’s Awards Program was held at the Bryant Conference Center, beginning with presentations of research posters followed by the luncheon. The keynote speaker was Dr. Katy Campbell, Dean of Extension at the University of Alberta. Like UA, the University of Alberta is a member of the Engaged Scholarship Consortium (ESC). The University of Alberta will host ESC’s international conference in Edmonton, Alberta, Canada in October 2014. The University of Alabama hosted this same conference in Tuscaloosa in October 2012. Following Dr. Campbell’s address, winners of the Excellence in Community Engagement awards and recipients of the 2014 seed funds were recognized. Individual and Group Awards were presented in faculty, staff and community categories. To date, the Awards Program has recognized scores of deserving projects and individuals, as the program itself has received national recognition by leading engagement institutions. In the Seed Funds program more than 250 small grants have been proposed yielding some 50 funded projects totaling $225,000 and leading to almost $3 million in additional funded research. Winners of seed funds for community-engaged research are recognized at the awards luncheon. Through these efforts, individuals and organizations from across our campus and community work together to build ties and strengthen opportunities.

- **Heart Touch Program (HTP).** HTP is a pen pal program that connects elementary school students in the U.S. with children in Beijing China. It is designed to allow international students living in the U.S. and attending UA an opportunity to give back to communities in their native lands by serving as translators of letters written by the children in the U.S. and China. Chinese students and American college students also provide cultural enrichment workshops for the U.S. elementary students that not only
benefit the U.S. students but also provide English practice for the Chinese college students.

- **Student Development/Cultural Sensitivity Training Modules.** The CCBP staff has worked in collaboration with the Community Service Center to develop a student peer education group that will be trained to provide workshops to student organizations beginning in Fall 2014 to promote cultural sensitivity and being respectful of the diversity in the communities where we work. This training will be required for all CCBP student employees and will also be offered to the members of SCOPE. It will also be piloted with other student organizations that work in communities such as SGA, New College and Honors College.

- **Saving Lives Initiative (SLI).** SLI is a signature health care initiative sponsored by the Division of Community Affairs in collaboration with area churches. In this initiative, community members and researchers collaborate to combine knowledge and take action for social change. Together they have developed and executed a model program designed to increase the health literacy of underserved populations, improve community health and reduce health disparities, and approach the process of building communication, trust, and capacity with the overall goal of sustaining healthy lifestyles. A unique aspect of the program is the use of scripture or text from theological doctrine to support health care information and recommendations coming forward from health care providers and policy makers. In addition to the expert-led educational workshops that cover the topics of hypertension, diabetes, medication management, healthy eating and active lifestyles for disease maintenance and prevention, participants will continue to be screened for blood pressure, cholesterol, blood glucose and body mass index. More than 40 UA medical students and undergraduate pre-professional health students have been engaged in this project that has touched the lives of more than 240 participants. UA’s Division of Community Affairs has engaged six local churches with this initiative. Student participation was expanded to include training to properly evaluate each participant’s health literacy.

- **Swim to the Top.** Swim to the Top is a fitness and enrichment program sponsored by the Division of Community Affairs in collaboration with the Benjamin Barnes Branch of the YMCA and the Tuscaloosa County Park and Recreation Authority. African-American children drown at a rate nearly three times higher than their Caucasian peers and this program was developed to reduce the risk to the youth. In the summer of 2014, swim instructors from the University of Alabama provided swim instruction at the AL Freeman pool to more than 110 youth, ages 4-14 years. The swimming goal was to provide effective swim instruction to make children proficient survival swimmers. In addition, the program provided daily fitness, nutrition, and academic enrichment activities. The skill-related components of the fitness activities included agility, balance, and coordination. The health-related components of the fitness activities included cardiorespiratory endurance, muscular strength and endurance, and flexibility. The nutrition information introduced the youth to a variety of fruits and vegetables as they each learned the importance of incorporating fruits and vegetables into their daily diets. The academic enrichment sessions taught the youth the importance of community service, improved reading, writing and math skills and supported the leadership capacity of the youth.
• **Gulf South Summit on Service Learning.** In the spring of 2014, undergraduate and graduate student presenters, along with a member of the Tuscaloosa Hispanic Community, gave paper presentations at the 2014 Gulf South Summit on Service Learning at Auburn University. Presentations on the Heart Touch Cultural Enrichment program (which teaches elementary school students about Chinese culture) and the Voces de los Padres program (focusing on supporting parental advocacy in parents who speak English as a second language) were given to a diverse regional, national and international audience.

• **National Latino Children’s Literature Conference.** In the spring of 2014, a paper presentation was given at the National Latino Children’s Literature Conference. The presentation involved CCBP staff and a member of the Tuscaloosa Hispanic community and focused on detailing the work involved in Voces de los Padres, especially as this work was the result of a collaboration with schools and the public library system. The audience for the presentation included University of Alabama staff, students and faculty as well as staff, students, faculty and community members from across the nation.

  o **Summer Jobs Initiative.** CCBP’s Community Development director has spent more than 200 hours working with the West Alabama Community Action Council, Tuscaloosa Interdenominational, Inc. agency leaders and the Tuscaloosa Interdenominational Ministerial Alliance to implement a summer jobs initiative for Tuscaloosa’s area high school students with 100% funds donated and raised by the members of the Tuscaloosa Ministerial Alliance. A total of 20 students successfully completed the six-week program during the summer of 2014. Tuscaloosa area students received real world work experience and training at six local work sites. The work sites and community partners for this year’s summer jobs initiative included Barnes YMCA, Stillman College, West Alabama Chamber of Commerce, Tuscaloosa Black Chamber of Commerce, Habitat for Humanity, and the Tuscaloosa Public Library.

• **International Conference on Community Engagement.** A multicultural delegation of scholars, students and community partners from The University of Alabama addressed the 14th annual conference of the Engagement Scholarship Consortium (formerly National Outreach Scholarship Conference, NOSC) October 8-9, 2013. A diverse delegation of 26 faculty and student researchers from UA traveled to Lubbock, TX to meet their counterparts from around the world and share their work. The conference theme, Boundary Spanning, challenged students, faculty and communities to expand the meaning of engaged scholarship across disciplines to build a stronger, more prosperous and just society. Vice President for Community Affairs, Dr. Samory Pruitt, is the elected vice president of the international ESC Board.

• **Our Voices, Our Lives Digital Storytelling Programming.** During the Fall of 2012, the Office of Community Education piloted the Our Voices, Our Lives program with fifth grade students at Woodland Forrest Elementary School. Through photography and poetry, ten students gained experience in developing 21st Century literacy skills. Students’ work was highlighted in a DVD that included each student’s photography and writing. Based on this successful project, in the Summer of 2013, the Office of Community Education partnered with the Tuscaloosa Public Library to offer a similar program to students enrolled in summer enrichment programs at Westlawn Middle School. Students in this program used photography, poetry and civic engagement
experiences to explore how to use their voices to express themselves and their feelings about their community. In the 2013-2014 year, the Our Voices, Our Lives Digital Storytelling programming expanded to serve researchers participating in the UA Exchange Scholars program. Exchange Scholars and their children created individual intergenerational digital stories about their experiences in the United States and these stories were highlighted in the annual J1 Visa report submitted by Capstone International Services to the federal government. As a part of this program, Center for Community-Based Partnerships interns were trained and contributed to the curriculum and will be peer leaders for a similar program in the 2014-2015 academic year.

- **The Fulbright Advising Initiative.** Part of Community Affairs for the past two years, the Fulbright Advising Initiative has raised the number of University Fulbright representatives from two in the year prior to Community Affairs’ involvement to four in 2012 and eight in 2013. Further, among the eight Fulbright recipients this year were one Hispanic American student and two African American students from the state of Alabama. Nationally, some 11,000 students compete each year for 1,700 Fulbright awards, making it the nation’s premier academic international exchange program. The Capstone International Center is a partner in this effort.

- **Global Café.** Created by campus and community partners of the Center for Community-Based Partnerships, Global Café connects students and faculty with community, sponsoring programs and activities that enable people to share traditions and cultures, learn languages together, access local resources, and meet new friends. This initiative was developed with the cooperation of several community partners, including Tuscaloosa city and county schools and school leaders. Evening events bring diverse groups of students together to relax, meet new people, and enjoy family activities. Other partners in the design and creation of Global Café are the Capstone International Center, Graduate Parent Support, Tuscaloosa’s One Place, Shelton State Community College, UA student groups, and numerous community leaders. A benefit of this cooperative effort is the relationship between local schools and the University with the University offering, in this the first year of the Global Café, 50 valuable volunteer translators for the first day of school and parent-teacher nights to facilitate communication for parents who are speakers of Spanish, Arabic, Korean, and Chinese. This partnership benefits UA students by enhancing intercultural hospitality on campus and in the community. Throughout the year, planning and implementation of Global Café programs offer students exciting new paths toward campus leadership.

- **Crossroads Community Center.** Crossroads Community Center, created in 2005 to facilitate meaningful intercultural engagement among students, employees, and the local community, is a vital presence on campus, demonstrating The University of Alabama’s commitment to fostering a welcoming and inclusive campus. Crossroads is a facilitator of crucial community dialogue through its Sustained Dialogue program and its Better Together Interfaith Initiative. Crossroads Community Center also enhances awareness and appreciation of cultural and individual diversity by sponsoring interdepartmental collaboration for diverse learning experiences through its Community Conversations and the Capstone Network. Both independently and through Capstone Network, Crossroads coordinates individual programs and cultural heritage month celebrations that promote the
rich cultural traditions of the Capstone and the world. Crossroads hosts the conversations that build community, helping UA to create and sustain a positive campus environment.

- **Sustained Dialogue.** UA’s Sustained Dialogue program helps students *engage their differences as strengths* using a five-stage dialogue-to-action model for addressing important campus and broader community issues. UA is a member of the Sustained Dialogue Campus Network (sdcampusnetwork.org), a growing international consortium of similar programs at over 28 colleges and universities. Initiated in 1999 at Princeton University, Sustained Dialogue is rooted in the work of Dr. Harold Saunders, a senior U.S. diplomat in the Arab-Israeli peace process after the 1973 Arab-Israeli war. Sustained Dialogue student moderators are assigned in pairs to dialogue groups of 8–12 diverse members, meeting one hour a week to work on issues related to social identity, campus life and politics. By offering its students experience with this transformative Sustained Dialogue model, UA improves our campus community and enhances the professional and personal lives of its students during and after college. Sustained Dialogue helps students understand perspectives of individuals they would not otherwise meet; interact comfortably with all kinds of people; build relationships across lines of difference in communities; and gain the communication skills necessary for increasingly diverse academic, social and work environments.

Through a credit-earning course, Crossroads makes the Sustained Dialogue experience available to over 60 students each semester, providing training in professional conflict resolution, diversity facilitation, and mediation skills for our students. The transformative, student-led dialogue sessions are designed to encourage students to understand their peers and develop a global skill set that will prepare them for a life in the global society in which they will live and work. Sustained Dialogue addresses issues with a deliberative engagement model and contributes to retention by giving students a place where they can share their cultural values and have them respected. To support these efforts students and their campus advisor regularly attend the national Sustained Dialogue Conference.

*Interfaith Initiative.* Instead of seeing personal beliefs as differences that divide, the Crossroads Interfaith Initiative draws on the work of the Interfaith Youth Core (IFYC.org), to advance a view of religious and philosophical traditions as bridges for cooperation and understanding. In the spring, Crossroads Community Center facilitated the attendance of UA students at IFYC’s Interfaith Leadership Institute in Atlanta where they developed strategies to improve interfaith understanding on campus. As a result of this experience, Crossroads Community Center collaborated with UA’s Community Service Center to host *Serve Better Together.* Over 50 students with different religious and non-religious beliefs participated in this day of service, repairing and painting three homes in the Tuscaloosa community. After completing the service activities, the students concluded the day together with an interfaith dinner and dialogue at the Hillel Jewish Student Center. Through events such as *Serve Better Together,* Crossroads’ campus interfaith initiative promotes respect for people’s diverse religious and non-religious identities, joining them together in common action for the common good.
Community Conversations. Through Community Conversations, Crossroads invites open, honest and balanced talk about intercultural relationships and faith traditions of UA and the Tuscaloosa community. Students find their voices in the discussion of sensitive topics about inclusion and belonging, engage new acquaintances in candid conversation, and learn directly from their neighbors about the many cultures and experiences we each bring to the university.

- During Week of Welcome in August 2013, Crossroads Community Center sponsored an event entitled India and the Culture of Yoga. Cosponsored with Capstone International Programs and other campus partners, this program offered the opportunity for students to participate in culturally enlightening yoga classes and an interactive lecture given by an internationally known teacher in the history and practice of yoga in Indian culture.
- In 2013, Crossroads led a Community Conversation about Body Image as part Body Awareness Week sponsored by the Women’s Resource Center and the Counseling Center.
- Crossroads co-sponsored with New College and other campus partners a photography exhibit and lecture series at UA’s Paul R. Jones Gallery of Art examining, through the photographs of Decatur photographer Fred Hiroshige, the second trial of Haywood Patterson, one of the nine men falsely accused in Scottsboro, Alabama in 1931. This interdisciplinary event invited students to learn more about the legacy of the Scottsboro Boys on the Southern experience of racism during the 20th century and today. These Community Conversations are indicative of the year-round presentations Crossroads supports and facilitates about the meaning of culture, faith and identity in our daily lives.

The Capstone Network (CN). Crossroads strengthens collaboration among faculty and higher education professionals to address multicultural affairs on our campus. Through a yearlong series of open, monthly meetings, The Capstone Network helps faculty, staff, and students in grow in their understanding of the resources available on campus and ways in which these resources can be used to broaden a program’s impact. The relationships created through the planning work surrounding the year’s events form the infrastructure of a positive environment on campus, and the individual scholar is supported in a network of those with similar goals for increasing appreciation of diversity on campus. Crossroads, thus, coordinates cultural activities on campus by organizing these interdisciplinary planning meetings among departments and organizations, coordinating schedules of multicultural events, and publicizing the heritage month events on posters. Most prominent among these programs are: African American Heritage Month, Hispanic/Latino Heritage Month, International Education Week, and Native American Heritage Month. In this way, Crossroads aids individuals in sharing the paths they have traveled to come here, enhancing the richness of the student experience.

Many valuable intercultural conversations and professional relationships are created through the Capstone Network. It serves as a welcome group, an orientation network, and a supportive anchor for new faculty, staff, and students with an interest in intercultural affairs, thus contributing to campus retention efforts. This group of culturally
diverse members of the UA campus community seeks to strengthen relationships with associations and programs across the campus and foster awareness and appreciation of the diversity within our university. In support of Goal 2, the CN’s mission statement is: To engage faculty, staff, and students in a collaborative culture committed to diverse learning experiences that prepare students for active global citizenship.

Leadership Training for Crossroads Students. The Crossroads Community Center fosters more informed and open perspectives on UA campus by supporting student leadership training across campus and at national student conferences. Throughout the year, Crossroads Interns and the student leaders of Crossroads programs receive training and practice in areas such as: Intercultural Communication, Facilitation of Intercultural Dialogue, Cross-Cultural Interviewing, Managing Cross-Cultural Conflict, and Dealing with Our Cultural Biases. Student leadership training is provided by national specialists from the Sustained Dialogue Campus Network, campus specialists in multicultural affairs, and Crossroads professional staff. Student development is further supported by study travel opportunities. In 2013-14, Crossroads provided intercultural leadership training on campus at the SD Inclusive Leadership Workshop; UA Leadership, Education, Action and Diversity Summit (UA LEADS); Honors College Student Peer Mentors Training; Camp 1831 A-Team of Peer Leaders Training; and the Student Leaders Council monthly meetings. Student leaders of Sustained Dialogue, the Better Together Interfaith Initiative, and Community Conversations are also offered intercultural training as part of their Crossroads experience.

Through its diverse programs, Crossroads Community Center prepares students and staff for demographic shifts in a global society and contributes to a campus culture of inclusiveness. These joint efforts foster intercultural awareness, promote community, and prepare our students to live and work in an ever-expanding global environment.

b. The Minority Business Council and Contract Administration and Construction Administration

The Minority Business or Vendor Development Council, led by Vice President Samory Pruitt, is another initiative that helps the University community communicate its commitment to diversity as part of its educational mission. The Council, which includes representatives from Contract Administration, Construction Administration, Purchasing, the Action Card Office, and other UA departments, organizes and sponsors semi-annual minority vendor fairs or minority business forums, which offer minority-owned and operated businesses lessons and tactics for getting more general business, construction and vending contracts, managing risks, and improving networking and communication with UA. As an active member of the group, the Action Card Office assists with program organization, event activities, and provides information on participation in the Bama Cash program.

In cooperation with the Vice President of Community Affairs, Construction Administration sponsors a Business & Breakfast networking function on a quarterly basis at Bryant-Denny Stadium in an effort to increase minority participation in design and
construction projects and to make them aware of upcoming projects at the University. This has successfully brought general contractors and subcontractors together and allows them an opportunity to network and increase exposure for their companies and their services. The attendance of these networking functions has steadily increased and has received very positive feedback from the community.

Contract Administration meets annually with the South Region Minority Supplier Development Council to develop contacts and participate in the Council’s activities. Contract Administration participates in teleconferences with the Federal Transit Administration – Office of Civil Rights several times a year for updates on the FTA’s DBE program’s rules and regulations. This year, they attended a half-day workshop on federal contracting requirements sponsored by the Alabama AGC. UA continues to encourage the utilization of MBE/DBE vendors in its bid documents and during the pre-bid process. Successful bidders on projects are also required to document minority and women-owned participation for both FTA and non-FTA projects. Contract Administration continues to revise and improve the University’s DBE program. The current DBE program can be viewed in its entirety at: https://construction-estus.fa.ua.edu/dbe/default.aspx. In addition, Contract Administration continues to maintain and increase its list of minority and women-owned businesses which is distributed to potential bidders at the pre-bid meetings for capital projects. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community.

Construction Administration continually strives to encourage participation of minority and women-owned business enterprises (MWBE) and disadvantaged business enterprises (DBE) in design and construction projects. In the past year, 36 construction projects involved MWBE/DBE contractor businesses. In addition, five projects involved MWBE/DBE architectural, engineering, or professional consulting firms. The list of potential bidders, architects and consultants has steadily grown and the department is seeing steady participation by MWBE/DBE firms.

In addition, representatives of Contract Administration and Construction Administration serve on the University’s Minority Business Council. Contract Administration emphasizes the use by minority and women-owned business for each capital project for which there is the opportunity for Minority Women’s Business Enterprise program (MWBE) participation. A goal is set for minority and women-owned participation based on the scope of work of each particular project. This goal is set forth in the bid documents and discussed as a specific line item during the pre-bid meeting when all potential bidders are present and they continue to encourage the utilization of MWBE/DBE vendors in bid documents and during the pre-bid process. Successful bidders on projects are required to document minority and women-owned participation. General Contractors are also evaluated on their written diversity plans and past MWBE participation as part of the prequalification process. A directory of local minority and women-owned businesses is maintained which is distributed to all bidders for projects on
which a participation goal exists. This list serves not only to encourage minority and women-owned participation on UA projects, but also increases the profile of these minority and women-owned businesses among prime contractors in the local business community.

Since June 2011, UA has awarded Title 39 construction contracts totaling $81,975,207 to MWBEs. Of that, 78,577,486 was awarded to Juneau for Presidential II and the Student Center. In that same period, UA has documented MWBE subcontracting participation for Title 39 projects in the amount of $9,173,982.16.

c. The Center for Ethics & Social Responsibility (CESR)

The Center for Ethics & Social Responsibility was established in Summer 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR links curriculum, campus culture and community service in ways that allow students to both serve and reflect on their obligations toward other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society. These initiatives include the following:

- **Moral Forum** is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. In Fall 2013, students researched the following resolution: “In order to be a more moral society, the U.S. government should enact the Assault Weapons Ban of 2013 as proposed in Senate Bill 150.” The three-week Sixth Annual Moral Forum Tournament was held in the School of Law, the Ferguson Center, and Lloyd with the support of 60 volunteer judges including law students, graduate and undergraduate students, faculty from across campus, and community members. In front of a Ferguson Center of more than 300, a total of $7,000 in Center for Ethics & Social Responsibility scholarships were distributed on the final night.

- **Documenting Justice** teaches students how to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and awareness of diversity through extensive observation of individuals outside of the students' normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2013-2014 class of Documenting Justice produced films exploring: the possibility of a neighbor led revitalization amidst the threats of deterioration and gentrification/displacement; the internal struggle of recovering from sexual assault with the adverse attitudes and stigma held by the general public; three black deaf individuals in Alabama explore larger issues of identity, race and disability; the psychological and emotional repercussions of unimaginative policies and attitudes about dog overpopulation; the complex relationship between a people, their environment and their livelihoods, this film explores the mystery surrounding both the people and the landscapes of coal mining; and The Spirit of the Cross church in Huntsville, Alabama helps people reconcile their religious and sexual identities. More than 1,000 UA students and faculty members, and business and community leaders attended the 2014 Documenting Justice screening.
• *Documenting Justice International* applies the pedagogy of Documenting Justice, but students spend time abroad filming a story of justice or injustice, exposing both the student-filmmakers as well as the students at the screening to life and culture outside of the United States. There were two International Documenting Justice films exploring: a day in the life of a group of students at a rural Chinese boarding school; and a survivor of the Sierra Leone conflict reflecting on his experience and how it continues to shape his life.

• *Tuscaloosa Pre-K Initiative*, a visionary partnership consists of high quality, comprehensive programming that focuses on the development of the child, his or her family, and the participating undergraduate and graduate students. Through collaboration between the City of Tuscaloosa, The University of Alabama, and members of the Tuscaloosa business community, the Tuscaloosa Pre-K Initiative engages city school system administrators and educators, as well as UA faculty, staff and students, to offer the best health and education services possible for academically at-risk children and their families. During the 2013-2014 academic year, more than 40 UA students volunteered to work in Pre-K classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service-learning aspect. They include: SPE 100: Exceptional Lives in Society; SW 100: Intro to Social Work; and NEW 237: Cooperation and Conflict. Over 300 health screenings were performed during the 2013-2014 academic year and were expanded to include partnerships with the Capstone College of Nursing, School of Social Work, Department of Health Science, UA School of Medicine, and the Tuscaloosa Family Medicine Residency program. Health problems including heart murmurs, high blood pressure, and a possible case of juvenile diabetes have been detected throughout the years of offering health screenings to the Pre-K children.

• *SaveFirst* provides training to students on tax preparation and financial literacy. Students then serve working-class families through free tax preparation and educational seminars. In 2014, more than 156 UA students worked at 10 free tax preparation sites across the state to prepare more than 4,700 returns for working Alabama families – helping them to secure $9 million in tax refunds and saving them nearly $1.4 million in commercial tax preparation fees. More than 65 of these students enrolled in a service-learning course, *Poverty, Faith and Justice in America*, in which students were introduced to the concepts of justice and obligation in various faith traditions and discussed issues faced by the working poor, perceptions and misperceptions of those living in poverty, and current policies affecting lower-income families and individuals. Further, the course explored the ways faith can affect our response to poverty.

• *SpeakFirst* aims to reinvigorate Birmingham’s inner city youth by engaging them in a competitive, multidisciplinary debate program enhanced by a comprehensive learning experience that includes standardized test preparation, summer internships, and admissions and scholarship guidance from college counselors across the state. As they sharpen their debating skills, students also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each aspect of the SpeakFirst program responds to critical needs in low-income communities. In the Fall of 2007, UA announced an incredible new partnership with the SpeakFirst debate team. UA agreed
to provide, in perpetuity, Birmingham students completing at least three years of the SpeakFirst Program with full, four-year, academic scholarships, including tuition and fees. These scholarships cover approximately $30,000 of costs for each student over a four-year period.

- **FocusFirst**, a partnership between CESR and Impact Alabama, aims to provide a cost-effective direct response to the vision care problems of children who live in urban and rural poverty in Alabama. In keeping with this mission, undergraduate and graduate students strive to ensure that children ages six months to five years in Head Starts and lower-income daycares are screened for vision problems and receive appropriate examination, diagnosis, and treatment. UA continues to be the leading participant in our statewide screening efforts. During the 2013-2014 academic year, UA students screened more than 2,600 children. A potential vision problem was detected in approximately 11 percent of those children.

- **Bridge Builders of Alabama**, a unique service-learning course, allows students to examine leadership development, cultural competency, and relationship building while working with Alabama’s youth, ages 15-18. In addition to class discussions and coursework, students serve as counselors at a weeklong Bridge Builders session. Bridge Builders is a nonprofit organization that brings together a diverse group of Alabama high school students to develop their leadership skills through community projects, discussions, and experiential learning. Bridge Builders works to develop high school students into future leaders who will lay aside individual, social, economic, and cultural differences to work for the benefit of all. Its mission is to help ordinary youth find their voice, experience their power, and build positive relationships to do the extraordinary. Since 2009, 12 students have served as counselors at the Bridge Builders summer sessions in Montgomery.

- **Every Move Counts: A Chess in Education Project** is a service-learning initiative that focuses on improving math, reading, critical thinking and analytical skills of school-age children through chess. The nationally unique course examines the use of chess in progressive education reform efforts across the country, and investigates the academic and social benefits the game holds for children. In addition to class discussions and coursework, students develop lesson plans and spend at least two hours per week teaching children chess in public schools. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth graders at Tuscaloosa Magnet Middle School. During the Spring 2014 semester, 56 UA students taught chess to a diverse range of approximately 250 children in 2nd – 12th grade in seven Tuscaloosa city schools in classes held once or twice weekly. Every Spring, UA students hold an all-day chess festival engaging more than 350 children at Tuscaloosa area schools. Sixty-one students are registered for the Fall 2014 course.

- **CollegeFirst: An Advanced Placement Mentoring Initiative** trains college students to implement a Pre-AP summer academic enrichment program for high-school students. The CollegeFirst Summer Academic Institute for Math and Science supports the belief that all willing and academically motivated high-school students deserve an
opportunity to succeed in rigorous, college-level experiences and the advantages they bring. This service-learning course partners college students with Pre-AP high-school students for three weeks of tutoring during June. UA students spend an initial week learning how to be instructors/tutors, and examining and discussing issues related to educational disparities and creative education reform initiatives. The following three weeks are spent tutoring high-school students planning to take AP calculus, chemistry or biology in the upcoming school year. Most of these high-school students are minorities attending under-served schools. At the end of the course, college students prepare a written reflection connecting issues raised in the classroom with their experience in the community. In 2014, 47 UA students tutored 246 high school students in Tuscaloosa, Birmingham and Huntsville.

- **Service Learning** promotes awareness of diversity through exposure to community organizations as part of an academic course, which both enhances academic goals and applies scholarly learning to salient community issues. The CESR has undertaken a variety of projects to help better equip faculty members to develop a comprehensive service-learning effort at UA, including the establishment of a UA Service-Learning Course Directory, administration of a web-based course management database (Service Learning Pro), an annual Faculty Fellows in Service-Learning Program, and a magazine highlighting unique service-learning opportunities at UA.

- **Minor in Civic Engagement and Leadership**, co-sponsored by CESR, is structured around foundation courses in the Department of Philosophy and the New College Program. It also includes elective courses in concentration areas such as international leadership or globalization, Alabama politics and development, human relations, conflict resolution, and organizational leadership.

d. **Women’s Resource Center**

The *Women’s Resource Center* maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. A history of the growth of this center and the programs and resources is available online at [http://wrc.ua.edu/](http://wrc.ua.edu/). As the WRC develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, backgrounds, and religious beliefs and to create a welcoming environment that reflects the diversity of our campus community. The WRC is following values that support the broader goals of the institution: social justice, community, leadership, safety, mentoring, research, education and diversity. Some examples of the WRC’s commitment to promoting inclusiveness include:

- hiring a staff which represents racial and ethnic diversity;
- increasing representation of diversity in printed and electronic materials, including the *Our Voice* newsletter and other brochures, and library holdings targeted to and representative of underserved populations;
- maintaining an intentional focus on recruitment and retention of diverse student participants in all of its sponsored student groups;
• providing a variety of diversity training, including training for all sponsored student organizations and for the entire campus community through the offering of Harbor training and Unscripted Theatre of the Oppressed performances;  
• the provision of counseling and advocacy services to clients who identified as members of marginalized populations; and  
• partnerships with the College of Arts and Sciences, Department of Women’s Study program, and Freshman Learning Communities to support the Women Involved in Learning and Leading living-learning community for female students.

e. **Offices Promoting Inclusive Environment for Individuals with Disabilities**

The *Alabama Disabilities Advocacy Program* (ADAP) is part of the nationwide federally funded protection and advocacy (P&A) system. ADAP provides quality, legally based advocacy services to Alabamians with disabilities through education/training, technical assistance, individual and group advocacy, systemic issues and information sharing. These services are statewide and supported by federal grants.

• Because of ADAP’s presence at UA, they provide students with experiences that broaden their understanding and appreciation for diversity. Various methods are used to recruit students each semester including on-site interviews at the University of Alabama Law School and Cumberland Law School, phone interviews with out-of-state law schools such as William & Mary Law School, and resume collections that are conducted through the Black Law Student Association (BLSA) and the Historically Black Colleges & Universities (HBCU).

• ADAP provides a hands-on clinical experience to undergraduate and masters level social work students along with provisions for other graduate and/or undergraduate level students, including law and psychology, to learn and become more involved with people with disabilities in Alabama. ADAP’s staff and services are enriched by the participation of students through clerkships, work/study, volunteer, and internships. All staff and students are required to take the *Preventing Sexual Harassment, Drive Alive at 25, Child Protection Policy Sessions I and II, the UA Harassment Policy and Reporting Channels, Introduction to Hazard Communication: Right to Know, and the Hazard Communication: An Employee’s Right to Know* online trainings, and to read and become familiar with ADAP’s policy and procedure manual. Students participate in a combination of activities which include monitoring of facilities, research and writing skills, individual case work, education and training on disability rights, special education issues, and public policy on behalf of people with disabilities.

The *University of Alabama Adapted Athletics, formerly Wheelchair Athletics*, ([http://alabamadapted.com/](http://alabamadapted.com/)) creates sport and fitness opportunities for persons with disabilities and provides practical experience for all students at UA who wish to learn how to work with persons with disabilities in a sport and recreation setting. This outreach program in the College of Education was established through funding from UA in order to address a need for persons with disabilities. UA is one of only four universities in the country that offers both a men’s and women’s collegiate wheelchair basketball program.
and the only university in the Southeast to field wheelchair athletic teams. In 2013, the College of Education’s Adapted Athletics (formerly Wheelchair Athletics) stayed in the national spotlight, with its men’s wheelchair basketball team winning its first National Championship. The women’s team played in their sixth consecutive National Championship game and finished second in the nation. UA sent seven athletes and one coach representing their respective countries to the Paralympics in London, England in 2012, winning gold medals for Team Germany in Wheelchair Basketball and Team Canada in Men’s Wheelchair Basketball.

The Office of Disability Services (ODS) serves as the central contact point for students with disabilities at UA. ODS works individually with students to determine appropriate and reasonable academic accommodations, to ensure that students' academic performance is evaluated apart from the limiting effects of disability, and to promote student responsibility and self-advocacy. The number of students registered with ODS has risen from 468 during AY 2004-2005 to 1,247 during AY 2012-2013. All four professional staff members have earned Master’s degrees in either Rehabilitation Counseling or Social Work. In addition to working with students, ODS:

- conducts training sessions for University departments and meets with faculty members to heighten awareness of the role of ODS and ADA/§504 requirements as well as make presentations to groups outside the University;
- develops partnerships with other campus departments (i.e. Faculty Resource Center, the IT Department at the College of Continuing Studies, the Office of Orientation Programs, and the Registrar’s Office) to better serve and retain students with disabilities;
- works with the new “Early College” program through the College of Continuing Studies that has referred several students for disability services;
- hosted the Federal Workforce Recruitment Program (WRP), an initiative to match students with disabilities to internships and long-term employment with Federal agencies and private corporations, for the third year during the Fall 2012 semester;
- attends University Days and Capstone Connection Information Fairs as a means of providing direct student outreach;
- provided literature to the Office of Orientation Programs for Bama Bound 2013 rather than sending staff to the fair since we have so many families who prefer to stop by our office and talk with case managers personally;
- collaborates with Furnishings and Design to place special furniture in classrooms for students with physical disabilities;
- continues to work with appropriate campus partners to improve community knowledge of accessibility to sporting and other events, chiefly through the UA Gameday website;
- continues to work in partnership with the Director of Parking and Transportation Services, the Alabama Disabilities Advocacy Program (ADAP), and the Office of the Associate Vice President for Auxiliary Services to combat abuse of accessible parking tags and plates at UA events, so that accessible parking is available to those for whom it was intended;
• collaborates with and provides representation to the board of a program of the University’s Psychological Clinic, UA-ACTS (*The University of Alabama Autism Spectrum Disorders College Transition and Support Program*) to meet the needs of UA students with Asperger’s Syndrome;

• serves on The ADHD Consortium, which provides assistance to students with certain types of disabilities who often need extra assistance to be fully included in the life of the University and to successfully complete their degrees;

• assists Housing and Residential Life on a Medical Review Committee to evaluate and prioritize housing requests of students with the greatest need;

• serves on UA’s ADA Committee (along with representatives from the Office of Counsel, Facilities, Office of Disability Services, Transportation Services, Athletics, Housing and Residential Communities and other departments), which conduct assessments of campus facilities for ADA compliance and prioritize planned improvements;

• collaborated with UA Emergency Planning personnel to develop guidelines for assisting students with disabilities in the event of a campus-wide emergency;

• developed a service animal policy to comply with federal laws; and

• conducts two orientation sessions for incoming students with disabilities before classes begin.

The Office of Human Resources works with employees seeking accommodations for disabilities as part of UA’s ADA program (see http://hr.ua.edu/ada). The Office of Equal Opportunity Programs, University Compliance Officer, is the University’s Designated ADA Coordinator for the campus. That office maintains a website, http://eop.ua.edu/disabilities.html, which contains information about UA’s commitment to provide reasonable accommodations for program accessibility and employment for qualified persons with disabilities as defined in applicable laws and regulations. That office’s website also maintains an updated list of academic college’s ADA/504 Coordinators, who facilitate and assist with any disability-related matters in the college, school, or administrative unit and serve as liaison between the unit and the compliance office. Links are also provided to ODS; information on how to report campus access problems through the Facilities’ Department’s ADA hotline; UA’s Campus Accessibility Map (which identifies locations for accessible parking, accessible entrances to buildings, location of curb cuts and security phones to assist individuals with mobility impairments in locating accessible routes on campus); information about fines for parking illegally in handicapped parking zones; and links for individuals with physical disabilities for assistance in attending events at Bryant Denny Stadium. This office also works with ODS on additional educational initiatives and policy development.

The ADA Technology Compliance Working Group, and more specifically, the Technology and Learning Committee has been working on a Technology Accessibility Plan for the University to ensure all required online course materials are accessible to those with hearing, sight or other impairments. This group is conducting a phased technology audit to identify the UA technologies that need to be made accessible and has worked with Purchasing, OIT and Auxiliary Services to be sure that vendors of technology products are
required to provide information on accessibility using the Voluntary Product Accessibility Template (VPAT) tool or a similar tool. Several UA employees have attended the national Accessing Higher Ground: Accessible Media, Web and Technology Conference. The information learned from that conference is being shared with various departments.

The Office of the Associate Vice President for Facilities chairs UA’s ADA committee and works in conjunction with ODS, EOP, Transportation Services, Office of Counsel and others in assessing campus facilities for ADA compliance and prioritizing planned improvements. That office

- leads the ADA Committee assessments of academic buildings to identify and prioritize ADA improvements;
- maintains and updates the ISES classroom and academic building accessibility survey, which identifies accessible classrooms and serves as a resource to ODS in ensuring that classes for students with disabilities are accessible;
- completes renovations to academic buildings to ensure compliance with federal regulations, including restrooms, water fountains, accessibility ramps, automatic door openers, and updated signage to identify ADA accessible routes;
- conducts with Construction Administration annual sidewalk surveys to identify curb cuts that need to be replaced to enhance accessibility;
- supports Construction Administration’s ADA multiple webinars and seminars to educate UA personnel on the current Title II ADA facility accessibility standards;
- works with Business Information Services, Risk Management, Transportation Services, and other areas to identify and record ADA-related items in the FacilityMax property data base and requests reports to facilitate the tracking of ADA-related projects; and
- oversees the ADA hotline established by Facilities Department, which requests that employees, campus visitors and students who encounter disability-related accessibility problems on campus or know of potential accessibility problems in campus buildings or on University grounds call or email facilities to report the problem to facilitate a prompt UA response (see http://ods.ua.edu/Access%20problems.htm).

Transportation Services continues to meet and exceed ADA specifications in ensuring that all signs related to handicap accessibility are at a height that are clearly visible to all persons and adding additional handicapped spaces as needed in various areas. Transportation Services has taken extra measures when planning for campus events to ensure that transit, signage and parking are as accommodating as possible for persons with disabilities. In order to better accommodate football fans with disabilities, the 110 spaces across from the renovated South end zone of Bryant-Denny stadium were converted from Tide Pride parking to handicapped parking for football games. The Denny Court loading area for buses was redesigned with improved signage, curbs and ramps to better accommodate football fans with disabilities.

Student Support Services, http://ctl.ua.edu/sss/, is a federally-funded program that provides academic assistance to students who fall within any of three eligibility categories: financial need, first-generation college student, or students with disabilities. Reading and study skills classes, academic counseling and tutoring, and assistance with financial aid
applications are provided for eligible students. The Office of Financial Aid works
individually with SSS students to assure that they benefit from all resources for need-based
aid funding, and provides group discussions to assure appropriate application processing
for Federal student need-based financial aid. More information is provided in the
discussion on Goal Four.

Crossing Points. Several UA departments and Bama Dining continue to work with
the Crossing Points program, supporting employment of individuals with disabilities. For
example, Bama Dining, UA Facilities and Grounds and The University Supply Store
continue to work with the Crossing Point program to help train persons with disabilities
how to work in a retail setting. As a result of participation in this program, the Supply
Store hired a Crossing Point graduate to work in the store on a part-time regular basis and
this employee has worked for several years at the Store. In addition, Bama Dining provides
(at no cost) the refreshments for the celebration of Crossing Points’ graduates annually.
Finally, UA’s Crimson Ride received a Certificate of Appreciation from Crossing Points
for support of its program.

f. Capstone International Center and International Student Association

The mission of the Capstone International Center is to initiate, promote, and
support UA’s international efforts on campus as well as throughout the state and the world.
The Center, comprised of International Academic Programs, International Services, and
the English Language Institute, coordinates the University’s international endeavors,
facilitates the development of a global perspective campus-wide, and supports students,
faculty, and staff in learning, service, global outreach, teaching, and research. More
detailed information about the programs and services of the Center can be found on-line at
http://international.ua.edu/. Examples of initiatives designed to promote cultural
understanding and create and sustain an inviting and inclusive campus include numerous
offered events with Tuscaloosa’s International Friends, an annual Cultural Retreat in
conjunction with various institutions throughout the state, a Welcome Reception,
President’s Reception, various holiday parties, and events in conjunction with student
organizations. On-going programming and events associated with the Center include:

• International Coffee Hour, a coffee hour event with food and occasional entertainment
  is hosted by Capstone International Services each week throughout the academic year
  in B.B. Comer Hall to facilitate building friendships and relationships between
  international and domestic students (for more information, see
  http://is.ua.edu/programs-activities/international-coffee-hour/).

• International Peer Advisory Council (IPAC), a group of UA student mentors who are
  selected and trained by Capstone International Services in cross-cultural
  communication skills, orientation resources, leadership and the program’s
  expectations, in order to assist with international student orientation programs, provide
  campus tours and introduce new international students to departmental and campus
  resources to help make the transition from the student’s home country to The University
of Alabama as smooth as possible (for more information, see http://is.ua.edu/programs-activities/ipac/).

- **International Spouse Group**, a support group for spouses of international students, faculty, and staff, which is hosted by Capstone International Services and meets weekly throughout the academic year in B.B. Comer (for more information, see http://is.ua.edu/programs-activities/international-spouse-group/).

- **Capstone International Ambassadors (CIA)**, a group of UA students who have recently returned from a study abroad experience and have an interest in international issues. Student ambassadors have an opportunity to share their own study abroad story with fellow UA students and are trained by CIAP staff to provide information to the UA student population on international opportunities. The CIAP Ambassadors also work to develop different cultural activities throughout the academic year that include the UA international student population. They have recently reached out to Alabama First and other groups on campus which may have significant numbers of minority students.

- **First Friends**, a joint initiative between Capstone International Academic Programs (CIAP) and the Honors College. First Friends partners new international exchange students at UA with fellow undergraduates who can welcome them and show them the basics of student life in Tuscaloosa.

- **Annual Sakura Festival**, an annual month-long festival, normally held in the month of March, which celebrates Japanese culture and includes numerous activities throughout the community. See http://international.ua.edu/Sakura.html for more information. The festival is held in partnership with the Japan America Society of Alabama, Tuscaloosa Sister Cities, and the Japanese Consulate in Atlanta.

- **The English Language Institute (ELI)** provides a year-round, six-level **Intensive English Program** for nonnative speakers of English who need or want to improve their English language proficiency. The ELI’s Intensive English Program serves as a gateway for international students who wish to enroll in undergraduate or graduate degree programs at UA. The ELI also offers **customized group programs** for students and/or professionals who have specialized needs. Both of these programs offered by the English Language Institute serve to attract and recruit international students to UA, which in turn greatly enhances all types of diversity on this campus – national, linguistic, religious, racial, and cultural. The ELI brings the world to UA. For more information about ELI programs, visit www.eli.ua.edu.

- **The International Student Association**, http://isa.ua.edu/about/html, offers diverse, creative, and innovative programs which provide opportunities for interaction with a variety of students from many cultures. A goal of ISA is to foster an understanding of cultural diversity. The group has organized cultural awareness forums at a local high school interested in international relations and languages, held international fund raisers for the Global Fund, and sponsored cultural events for UA that culminate with FLAVA-FEST, the International Spring Festival Week.
• *Study Abroad*, Capstone International Academic Programs is continually seeking to establish faculty-led study abroad initiatives for colleges whose students are typically underrepresented in study abroad. As additional students have study experiences, the number of students with an awareness and appreciation of cultural diversity will increase. These students will also be better prepared for the global society. The percent of minority students participating in study abroad during the academic year 2013-2014 was just over 8%.

• *Global Café*, the Capstone International Center has recently partnered with the Center for Community-Based Partnerships (CCBP) and various other campus and community partners to launch the Global Café. This is an initiative to bring together international members of the local community, UA’s international students, and domestic community members and students to learn about each other in a comfortable and relaxed setting. Community nights, language learning, and game nights are part of the initial offerings.

g. **Alabama International Trade Center, Alabama Small Business Development Center & University of Alabama Center for Economic Development**

    The *William R. Bennett Alabama International Trade Center (AITC)* provides export research, training, and financing services to Alabama's small business community. These services are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. In FY 2014, the Center organized 22 educational workshops around the state with total attendance of 922. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. In FY 2014, the Center served 42 minority-owned small business clients and offered export training and counseling services to 27 women-owned businesses and 25 veteran-owned businesses. The AITC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming.

    The Alabama Small Business Development Center (ASBDC) Network’s statewide services to the business community are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities. Each year services for counseling and training are delivered to the minority small business community in Alabama. The Network served 1,018 minority-owned small business clients and counseled 892 women-owned businesses and 322 veteran-owned businesses during FY 2013. In addition, the ASBDC organized 274 educational workshops around the state with total attendance of 7,054. The ASBDC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming.
The University Center for Economic Development (UACED) continues to provide statewide services to civic and elected leaders as well as to the business community. All of UACED’s programming is geared to local communities which include the regions, counties, cities and towns in the State of Alabama. The Center works with elected and civic leaders through all of its programming and the Center emphasizes a broad representation of the community and covers a wide range of diversity measures including: racial, gender, geographic, political and economic. UACED’s curriculum includes instruction on basic leadership skills/strategies. In addition, UACED staff provides the knowledge to empower communities to work in a team atmosphere, offer assistance with problem-solving, teach citizens how to manage conflicts, demonstrate the steps to develop and implement strategic planning and apply personal skills, and the overall value of working with varied groups. The services UACED provides are open to the public and supported by various external State of Alabama agencies. UACED personnel continue to serve on committees and boards of organizations that promote cultural diversity and continue with co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civil, community and elected leaders. Six of these events were held during 2013-14 with 367 minority attendees.

UACED draws from the resources of UA to support the state’s public and private economic development initiatives. The Center facilitates this support by providing access to UA’s technical resources and the specialization of faculty and professional staff. UACED has a long-time partnership with the Alabama Communities of Excellence (ACE), a non-profit program which provides a comprehensive approach to economic and community development for cities with populations between 2,000 and 18,000. ACE partner organizations help rural communities plan and prepare for a more vibrant future. UACED provided leadership to ACE communities as they work through the process to be designated an ACE community and then as they maintain that status to enable them to be recertified. To date, 26 communities have graduated through the ACE program. Each town has a diverse group of local citizens working towards the ACE status, as well as a diverse ACE Team that provides the guidance and knowledge. This past year six communities were accepted into the ACE program and two communities were recertified. UACED has dedicated two staff members to serve on assessment teams for Rainsville and Fairhope.

During FY 2014, UACED continued working with a wide range of communities throughout the state, many of which have the lowest incomes in the State of Alabama: Bibb, Choctaw, Clarke, Conecuh, Dallas, Marengo, Monroe, Perry, Sumter, Washington and Wilcox. UACED staff provides community-based strategic planning in support of local economic development efforts, particularly in economically distressed parts of Alabama. UACED helps communities prepare to take advantage of economic development opportunities for growth, which puts them in a better position to support existing business as well as to create and attract new investments and jobs. Many of the programs have concentrated on leadership, expansion of tourism, community development information and recommendations to improve the local economies and assist in providing opportunities for a better quality of life.
In 2012-2013, UACED has continued the work with local citizens and state agencies to promote tourism statewide by working with the eight Alabama Birding Trails. These trails include Alabama Black Belt Nature and Heritage Birding Trail, Alabama Coastal Birding Trail, Appalachian Highlands Birding Trail, North Alabama Birding Trail, Piedmont Plateau Birding Trail, Piney Woods Birding Trail, West Alabama Birding Trail and the Wiregrass Birding Trail. More than 30 meetings have been held throughout the state with a diverse group of community birders.

In March 2013, UACED partnered with Alabama-Tombigbee Regional Commission, City of Demopolis, Black Belt Treasures and The Montgomery Institute to sponsor the program titled “Creative Strategies for Economic Development”, featuring Mississippi’s creative economy initiative business opportunities for creative people using creativity to grow business. Through generous sponsorship of the partners, the program was free and lunch was provided. As a result, a wide variety of participants attended, of which 23 were minority.

UACED and several other partners including the Alabama Trails Commission, Alabama State Parks, and Alabama Department of Economic and Community Affairs (ADECA) sponsored a statewide conference highlighting TRAILS, held at Lake Guntersville State Park on April 10-11, 2014. The theme for the conference was Discovering Alabama Trails and offered a vast amount of information for anyone planning a trail, in the process of building a trail, or trying to build consensus in the dreaming stages of building a trail. The conference was open to the public for registration and for all types of trail enthusiasts throughout the U.S. and offered something for anyone with an interest in trail planning, development and enjoyment of recreational trails of all types in Alabama. Highlights of the conference featured sessions and panels involving using volunteers, trail promotion, economic and related benefits of trails and funding opportunities. In addition, the conference included vendors and exhibitors demonstrating the latest trends and equipment in outdoor adventures and trail development and maintenance. Over 177 diverse participants attended the conference, of which 5 were minority.

The University of Alabama Center for Economic Development (UACED) has partnered with AmeriCorps VISTA in a project to promote nature and heritage based tourism in Southwest Alabama. VISTA members commit to serve full-time for a year at a nonprofit organization or local government agency, working to fight illiteracy, improve health services, create businesses, strengthen community groups, and much more. With passion, commitment, and hard work, they create or expand programs designed to bring individuals and communities out of poverty. We currently have 6 VISTA volunteers in the following counties: Hale, Sumter, Tuscaloosa and Wilcox. The VISTA project in Sumter County has focused on creating and maintaining a community garden and teaching the community of the nutritional benefits of homegrown produce. Epes celebrated the First Harvest Festival on August 24, 2013 with over 250 participants in attendance, of which all were minority. The VISTA serving at the UA Natural Museum of Natural History is working with the UA Foreign Language Department's Spanish Language Service
Leadership Class to create Spanish language tours for the museum and to translate the museum leaflets into Spanish for the underserved Latin community. During the Spring of 2013 over 50 minority participants attended the tours.

UACED’s book drive program entitled “Books for the Black Belt” continues to work directly with the 12 superintendents in the Black Belt in the following counties: Bullock, Choctaw, Dallas, Greene, Hale, Lowndes, Macon, Marengo, Pickens, Perry, Sumter, and Wilcox. This year the program has delivered more than 8,000 books to schools and communities throughout the Alabama Black Belt. UACED partnered with the AmeriCorps VISA in Sumter County to deliver nearly 2,000 books to 10 communities. UACED relies on partners such as VISTA to help place the books in communities with the greatest need.

UACED continues its partnership with various University departments and Stillman College to host the Alabama Living Legends program. The purpose of Alabama Living Legends is to highlight significant contributions to Alabama’s heritage and honor individuals who have provided a prominent example of innovation, creation, and commitment to others. The program is geared to encourage handover of history, knowledge and wisdom from a diverse group of Alabama’s most treasured creative minds to our current and future campus and community leaders.

h. Office for Academic Affairs/Provost Creative Campus Initiative

The Creative Campus Initiative was implemented in May 2005 to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Goals of this initiative include, among other things, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs; and building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision and programs of this unique student-led effort are outlined at http://creativecampus.ua.edu. Creative Campus’ partnership with the Ferguson Center and its office location within the Crossroad Center has facilitated contacts with a diverse student population.

An archive of past events of Creative Campus was placed on line to document its events (http://creativecampus.ua.edu/projects). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. The events produced by CC interns also demonstrate an openness to participation – including a broad range of ages, community as well as university audiences, and students from many different backgrounds. During the 2013-14 academic year, Creative Campus sponsored Object X, a speaker series in which professors and students from various disciplines across the University of Alabama campus analyze a single object to highlight the multiplicity of perspectives present in our daily lives; Tine Can Tales, a series of intimate storytelling events in which Tuscaloosa community members share true stories in the first-person
narrative style; Darkness Into Light, an exhibit which tells the stories of 20 Alabama Holocaust survivors through photographs, paintings, and text; The Black Warrior Film Festival, a competitive showcase of student films from Universities across the Southeast; and included speaker Ava DuVernay, a writer, producer, director and distributor of independent film.

Tuscaloosa’s very own adventurous music series, Sonic Frontiers premiered in Spring 2012. The 2013-14 season included artists from diverse backgrounds such as Lonnie Holley and Dawn of Midi. Creative Campus interns have the opportunity to engage with this series and its artists through promotion and use it as a training ground for audio technologies.

i. Office for Academic Affairs/Office of Equal Opportunity Programs

The Office of Equal Opportunity Programs reporting to the Office of the Provost supports the University’s efforts to foster a diverse student body and workforce by working with administrators, departments, and committees to ensure that University policies and programs comply with applicable nondiscrimination requirements. The University Compliance Officer/Director served on the ADA Technology Compliance Work Group to develop a plan for compliance with Section 504 and ADA regulations for accessible technology (e.g., web-based materials, software applications and operating systems, video and multimedia products, computing equipment). The Group developed a draft plan and a working budget that was submitted to the Office of the Provost for review/approval. The University Compliance Officer/Director also served as the institutional representative on the Alabama Association of Higher Education Diversity Officers (ALAHEDO) and attended its annual meeting on October 31, 2013 at Auburn University. The Compliance Officer/Director is currently serving as lead organizer for the Third Annual ALAHEDO Comprehensive Diversity Conference to be held November 13-14, 2014 at The University of Alabama. The goal of the conference is to build and further a vibrant diversity and best practices community by bringing together interested practitioners and researchers who have responsibility or interest in the broad field of diversity.

2. Academic, Cultural, and Celebratory Experiences to Broaden Understanding of and Appreciation for Diversity and Emerging Global Society

This following section describes the efforts of central administration, Student Affairs, and individual colleges and departments to ensure that students are exposed to academic, cultural and celebratory experiences that broaden their understanding of and appreciation for diversity, thereby better preparing UA students for the global society in which they will live and work.

- The University of Alabama Campaign for the United Way. The United Way brings our diverse community together through its initiatives. The Division of Community Affairs assumed leadership of the annual UA United Way campaign and implemented a structure that created opportunities for UA colleges and administrative units to
provide leadership of the campaign each year. As a result of the change in structure, UA has seen a steady increase in both the number of employees participating in the campaign and overall contributions. In fact, The University of Alabama leads the SEC in the percent of employees participating in the United Way campaign and is consistently the largest contributor to the annual United Way of West Alabama’s campaign. Through this effort, we offer a united voice as a campus in support of the diverse communities that shape our community.

- **The Tuscaloosa Consortium for Higher Education.** The Tuscaloosa Consortium for Higher Education (TCHE) was established in 1997 to encourage collaboration among Shelton State Community College, Stillman College, and The University of Alabama. While each has a distinctive mission, this partnership has enabled faculty, staff, and students of these three institutions of higher education to build on their complementary strengths and to develop partnerships that will promote educational opportunity, support economic development, and enhance the quality of life in the Tuscaloosa community. In this way, the University tends to respectful and supportive relationships with the institutions of higher education in our city and communicates our commitment to diversity with the community.

- **Realizing the Dream: Sharing our Commitment to Diversity with Our Community.** The Realizing the Dream Committee, consisting of members from the Tuscaloosa Consortium for Higher Education (TCHE-Shelton State Community College, Stillman College, and UA), marked its 25th anniversary in 2014 and continues to collaborate to produce quality programming in the West Alabama area. The University of Alabama and its Realizing the Dream partners presented a series of events around the holiday that honors the life and achievements of Dr. Martin Luther King, Jr.

*Realizing the Dream Legacy Awards.* On January 17, former national and foreign news correspondent John Cochran, a UA graduate, spoke at a banquet in Foster Auditorium. The honorees, recognized for a variety of achievements in the spirit of Dr. King, were Melanie Gotz, a UA senior, who received the Horizon Award; Cleophus Thomas Jr., an Anniston attorney who accepted the Call to Conscience Award; and Dr. Roger Sayers, former UA president, who was presented the Mountaintop Award. Dr. E. Culpepper Clark, a noted historian and former UA faculty member and administrator, served as the master of ceremonies.

The keynote speaker for the Legacy Banquet, John Cochran, is a Montgomery native and UA graduate. The three-time Emmy Award winner, who grew up during the height of the civil rights movement, said he could not imagine how his life would have turned out had not the Rev. Martin Luther King, Jr. become the pastor of Dexter Avenue Baptist Church in his hometown.

*Realizing the Dream Program.* On Sunday, January 19, the multi-talented John Legend, who has been honored with a string of artistic and humanitarian awards,
was the featured speaker and guest artist in the Moody Music Concert Hall. The Ohio native has won more than a dozen major awards, including nine Grammys. His humanitarian activities include programs to help Hurricane Katrina victims, create economic and educational opportunities for black males, and to help persons living with HIV/AIDS lead normal lives. His most recent album, “Love in the Future,” was released in September 2013.

John Legend is another in a long line of distinguished guests who have been part of the Realizing the Dream program. Tuscaloosa’s recognition of King began in 1990 with a performance by actor James Earl Jones. Since then such notables as Sidney Poitier, Harry Belafonte, Maya Angelou, Julian Bond, Cecily Tyson, Roberta Flack and Della Reese have performed. Last year’s concert by Take Six and the Aeolians played to a sold-out crowd and was something of a homecoming for the group, which got its start while studying at Oakwood University in Huntsville.

**SCLC Unity Day Celebration.** Unity Day activities occurred Monday, January 20. Sponsored by the Southern Christian Leadership Conference, Unity Day activities began in the Hay College Center dining hall at Stillman College. The Unity Day March followed with a route from Martin Luther King, Jr. Elementary School and to the Tuscaloosa City Hall on University Boulevard.

- UA continues to offer its 3-credit hour course, entitled “*Introduction to Global Studies*” (CIP 24.0199), as part of its Global Studies Certificate Program. In addition, UA has created an Interdisciplinary Global Studies freshman learning community, which is designed to emphasize the cultural, economic, physical, and political aspects of world citizenship in the 21st century.

- The Provost’s Office updates its on-line “*Guide to Courses with Diversity and Multicultural Content*” ([http://provost.ua.edu/diversity](http://provost.ua.edu/diversity)), which was originally prepared by Dr. Jimmy Williams, Special Advisor to the Provost for Diversity, when he held the position of Associate Dean of Multicultural Affairs for the College of Arts and Sciences.

### a. College of Arts and Sciences

The College co-sponsored and supported several diversity/multicultural events, including the following:

- UA Visit of Dr. Arthur Spears, chair of the Anthropology Dept. and Presidential Professor, City University of New York (CUNY). One of the most well-known, well-regarded and well-published African American linguists in the United States, with established expertise both in creole dialects of the Caribbean and in African American English.
- Scottsboro Boys Exhibition – a work with the Scottsboro Boys Museum and Cultural Center. The event brought a photo exhibit of rarely seen photographs from one of the Scottsboro trials at the Paul Jones Gallery (Hosted by Ellen Spears).
- “Through the Doors” event, celebrating the 50th Anniversary of desegregation at UA
- Annual Rose Gladney Lecture on Justice and Social Change, Department of American Studies, March 2014. The event featured the noted actress Brenda Bynum. It offered a way to introduce a key writer of the pre-1960s Civil Rights Movement to students and the community, and was a timely addition to the celebrations of Women’s History Month.
- Annual Robert Milton Young Memorial Lecture in African American Literary and Cultural Theory, Department of English (Hosted by Yolanda Marona). Dr. Young spent his career as a scholar and a teacher examining and guiding others in the examination of issues related to constructions of racial difference, hierarchies of class, and the impact of these constructions and hierarchies upon the lived lives of those in disenfranchised communities. With its focus on the interactions of social class and race, the lecture series is designed to perpetuate Dr. Young’s gift for teaching and to celebrate his commitment to realizing the critical communal potential of intellectual work.
- Screening of the documentary film STAND! Untold Stories of the Civil Rights Movement (2014), followed by a panel discussion with the filmmaker and with two of the activists featured in the film. Hosted by the Department of Anthropology (Matthew Wolfgram). The event gave an important opportunity to continue educating students about the civil rights movement in Alabama, following the 50th anniversary of the “Stand in the Schoolhouse Door”. Not only were students able to view a compelling documentary about the untold history of Alabama, but also they were able to interact and question the filmmaker and her father, Mr. Frank Dukes, a leader in the struggle that paved the way for Dr. Martin Luther King, Jr. and the Southern Christian Leadership Conference. Another panelist was Mr. Dukes’ fellow campaigner, Reverend Dr. W. C. Jones, from the Bailey Tabernacle CME Church in Tuscaloosa. The event allowed our students to interact with figures who, as students themselves, helped to change their communities and the nation.
- Martin Luther King Jr. Realizing the Dream Distinguished Lecturer - “The Right Kind of Family: Addressing the Silences in a Civil Rights Memory”. Presented by Dr. Jonathan Holloway, Professor of History, American Studies and African American Studies; Yale University; Chair, African American Studies; Master, Calhoun College.
- UA Chapter of the National Association for the Advancement of Colored People (NAACP, Hosted by Brett Saunders). To allow the organization to build a framework to grow its membership size and participate in various events.

The College of Arts and Sciences has faculty who serve as principal investigators on diversity-related research. As just one example, UAB received just over $2 million to support its “Deep South Resource Center for Minority Aging Research.” The center is a partnership between UAB, UA, Tuskegee and Morehouse and focuses on problems of elderly African Americans, primarily in rural areas. One UA professor in UA’s Center for Mental Health and Aging (http://cmha.ua.edu/about-us/) who is receiving a portion of that funding is
identifying geographic correlates of Black-White disparities in mental health service use among older adults from nationally representative data sets. Several A&S students (as well as students from other UA colleges and schools) are involved in the research in UA’s Center.

b. **Culverhouse College of Commerce and Business Administration (C&BA)**

C&BA offers courses and tracks in several of its majors in international business and requires all undergraduate students to take a course that focuses on international issues. A sophomore-level course in global business focuses on multicultural awareness. In addition, many C&BA faculty include diversity issues in their courses and actively promote diversity and multicultural issues. Examples include:

- During the 2012-13 academic year, the UA-Enactus Team, formerly known as Students in Free Enterprise (SIFE), organized six major projects in Tuscaloosa and the West Alabama community including collaborating with Brookwood Middle School to spend over 67 hours with more than 100 8th grade students to teach business principles, communication skills and cultural awareness. The name was changed last fall to reaffirm its long-standing commitment to using entrepreneurial action as a catalyst for progress. For the eighth year in a row, UA’s team won the regional competition in Atlanta.

- C&BA faculty hosted the 2013 Capstone Entrepreneurship Camp (formerly the Youth Camp on Entrepreneurship) where students from Alabama’s Black Belt region attend a week-long, residential camp exposing them to The University of Alabama campus, entrepreneurship as a career option, and the role of entrepreneurship in economic development. In the 2013-14 academic year, faculty hosted the STEM Entrepreneurship Academy and included engaging students in a year-long process.

- AlabamaREAL is an initiative of The University of Alabama’s Center for Community-Based Partnerships and the College of Commerce and Business Administration linking University resources to Alabama’s public schools. It supports delivery of entrepreneurship education, development of school-based enterprises as academic learning environments, and increases awareness of entrepreneurship as a critical and effective economic strategy. The program offers assistance through workshops, classroom presentations, and curriculum activities that utilize the experiential learning cycle. It covers a wide array of business topics, including production of a business plan. AlabamaREAL often partners with internal UA and external programs to assist with youth leadership, personal finance, and entrepreneurship education.

- C&BA sponsors the Accounting Career Awareness Program (ACAP). This is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a
career in accounting. ACAP revolves around a one-week summer residency program from high school students. The program introduces students to career opportunities in accounting through a carefully tailored curriculum involving local university faculty and guest lecturers from business and government. ACAP’s goals are to increase the number of high school students from underrepresented ethnic groups who attend college and major in accounting, to increase college enrollment of these particular ethnic groups overall, and to provide a pipeline program for directing these students to the accounting profession. This is the 5th year of the program with over 50 students participating. This is the second largest in the nation. The focus is on talented underrepresented ethnic minorities in Alabama. The purpose is to promote the accounting profession and recruit talented minorities to the accounting profession and the accounting program at UA. Lisa McKinney is the founder of the UA program, planner, director, coordinator, and on the board of directors.

- C&BA students have participated in a variety of projects that increase their involvement with minority businesses. The Black Belt Treasures (BBT) Initiative provided a faculty-student team an opportunity to assist in developing a business enterprise in rural Alabama. Black Belt Treasures is a non-profit economic development program marketing high quality products from the Black Belt region. The team provided strategic, tactical and operational planning and execution for a retail gallery featuring artwork, sculpture, pottery, woodwork, baskets, jewelry, books and much more; and an e-commerce shopping site that offers an opportunity to purchase many one-of-a-kind, handmade Black Belt products.

- The College added the following females to the Board of Visitors: Mary Lib Holman Cole, Michele Roper Elrod, and Lana Sellers. Cole is the Owner and President of Sofas & Chairs, Inc. Elrod is the Executive Vice President and Head of Marketing for Regions Financial. Sellers is the President of Advanced Labelworx, Inc. We have also added Kamal Hosein who is Middle Eastern. He is the Senior Managing Director of Sterne, Agee, & Leach, Inc. Ralph Stokes is an African American who is the Director of Corporate Sales for the PGA Tour Superstore, Inc. Francisco Codina has also taken on the role of Chairman for the Board of Visitors.

- The College has a brand new initiative this year. Culverhouse Majors Awareness Program (CMAP) is a diversity program for minority high school students. The purpose of this program is to recruit talented minorities to The College of Commerce specifically and showcase the opportunities in the business school. This year’s participants included 32 African American and Hispanic rising star juniors. Numerous faculty were involved in presentations to CMAP participants about programs within Culverhouse. This program is planned, directed, and coordinated by Lisa McKinney.

MGSB graduate students continue to be exposed to a variety of activities, events, and opportunities to increase their awareness of other cultures. In addition to the ongoing classroom activities, guest speakers, and participation in multicultural teams, our students had more opportunities this year to travel with faculty overseas for immersion experiences. The MBA program once again hosted MBA Week, and included efforts to provide opportunities
for students to get exposure to community service opportunities and build stronger cultural awareness.

C&BA continues to sponsor a chapter of the National Association of Black Accountants. The mission of NABA, Inc. is to build leaders that shape the future of the accounting and finance profession with an unaltering commitment to inspire the same in their successors. The organization is concerned with enhancing opportunities for minorities in the accounting, finance and business related professions. The Chapter was chartered at UA in 2006. The goals of the Association are to promote and develop the professional skills of our members, to encourage and assist minority students entering the accounting profession, and to provide opportunities for members to fulfill their civic responsibilities.

The College also sponsors The Women’s Initiative which is part of Culverhouse Connections. The Women’s Initiative Program helps to promote business careers and to develop leadership skills among female students. The College has a program called Culverhouse Connections which is a part of our Career Center at Culverhouse. The purpose of this program is to provide all business students with the opportunity to expand their professional horizons and career opportunities through a three-component enrichment program including mentoring, shadowing and professional development programs. The mission is to enhance the professional skills of Culverhouse students and provide a venue for alumni and friends to invest in the College by enhancing the quality of our graduates, thus furthering the College’s vision.

In October, 2013 Culverhouse Connections sponsored Chris Gandy who is the Executive Vice President with MassMutual. He was invited to come to campus to speak about the insurance industry. He is featured in an article in the magazine African American Career World. A copy of the article is attached.

The Career Center at Culverhouse attended the MLB Diversity Business Summit on April 14-15, 2014 in New York. MLB Commissioner Selig talked about diversity initiatives for hiring, recruiting and keeping talented hires. The Summit also included a career fair for students where HR representatives from major league, minor league, and commissioners offices were represented.

c. **College of Communication and Information Sciences (C&IS)**

At least three C&IS faculty hold affiliate status in the Department of Gender and Race Studies: Robin Boylorn, Jason Edward Black, and Janis Edwards. Additionally, George Daniels from the Department of Journalism, and Meredith Bagley and Mary Meares from the Department of Communication Studies serve on the campus-wide Capstone Network (formerly the Crossroads Network), which sponsors monthly meetings to facilitate collaboration between campus groups in programming and other cultural initiatives.
During the 2013-2014 academic year, Meredith Bagley and Mary Meares represented the college as two members of the ten-person campus-wide Senate Task Force for Excellence in Equity, Inclusion and Citizenship. We are proud of our faculty members' active roles in creating and sustaining an inviting, respectful and inclusive campus environment.

One current student and two alumni of the College represented C&IS in the University’s observance of the 50th anniversary of the Stand in the Schoolhouse Door on June 11, 2013. The event, held at Foster Auditorium and moderated by President Judy Bonner, included several speakers focusing on various aspects of the “Through the Doors” theme. Andre Taylor, a journalism alumnus, and Zaneta Lowe, a graduate in broadcast news, presented their perspectives on how things have changed since their time as students in Tuscaloosa. Tyler Merriweather, a communication studies major and Coca-Cola First Generation Scholar, gave his view as a rising sophomore. Merriweather also was featured in a report broadcast on NBC Nightly News on the night of the event.

The “Through the Doors” events continued in the Fall 2013 semester with the college sponsoring a Diversity Teach-in and lunch for faculty to exchange ideas and gain insights on facilitating lessons and classes that reflect inclusiveness. Dr. Leigh Moscowitz, assistant professor at the College of Charleston and author of The Battle over Marriage: Gay Rights Activism through the Media, served as the facilitator for the teach-in. Moscowitz also presented a campus-wide lecture on that same day. Her visit coincided with the observance of Lesbian, Gay, Bisexual, Transgender and Questioning History Month.

Also in October, Christine Brennan, a sports columnist for USA Today who also contributes to ESPN, ABC, NPR and Fox Sports Radio, presented the lecture, “Sports in the 21st Century: Diversity at the Starting Line.” The October 25th event was the only college-wide event that was supported by a “Through the Doors” grant. The lecture was sponsored by the Alabama Program in Sports Communication and the Department of Journalism.

In January 2014, C&IS was the only academic unit on campus to have two tables of UA students participate in the Realizing the Dream Legacy Awards Banquet. More than a dozen undergraduate and graduate students accompanied Interim Dean Jennifer Greer and Assistant Dean George Daniels to the banquet. At the event C&IS alumnus John Cochran was the keynote speaker and former Dean Cully Clark was the master of ceremonies. Another former C&IS dean, Ed Mullins, introduced Cochran. This was the 25th anniversary of this campus-wide celebration on the occasion of the birthday of Dr. Martin Luther King, Jr.

In February and early March, the College led the campus in the number of special events during the 2014 campus-wide Afro-American History Month celebration. These were as follows:
On Feb. 26, the college sponsored “Stormy Weather: The Influence of Campus Climate on Building Inclusive Communities,” a lecture featuring Dr. Sue Rankin from Pennsylvania State University. This workshop-oriented presentation focused on the influence of climate on “invisible” identities including queer-spectrum and trans-spectrum people.

On Feb. 28, Rankin served as the keynote speaker for the Second Annual Alabama Program in Sports Communication Symposium. Rankin addressed the specific challenges facing GLBT-Q athletes.

On March 4-5, the College’s Diversity Forum sponsored a two-day Communication & Information Sciences Diversity Symposium that featured Bob Friedman, project director of the founder of the Birmingham Black Radio Museum Project, and Tony Adams, assistant professor of communication, media and theater at Northeastern Illinois University and author of the award-winning book, *Narrating the Closet: An Autoethnography of Same-Sex Attraction*. This was the fifth year for the Discerning Diverse Voices symposium. More than two dozen students presented research papers and posters at the event, which included standing-room only audiences at some sessions.

On four consecutive Mondays, Communication Studies Professor Meredith Bagley sponsored the “A.L. Tour: Honoring the Legacy of Autherine Lucy Foster.” Foster was UA’s first African-American student who showed courage in the face of violent segregationist mobs when she tried to enroll on Monday, February 6, 1956. The A.L. Tours began at Reese Phifer Hall and end at the Malone-Hood Plaza.

On four consecutive Wednesdays during February, African-American campus history walking tours were hosted by Dr. Jason Black, Associate Professor of Communication Studies. The tours originated from the rotunda of Reese Phifer Hall and feature some key campus locations that highlight the University’s diversity efforts.

In April, the College’s Communication and Diversity Forum helped sponsor a visit from Ava DuVernay, the first African-American woman to win the coveted “Best Director” prize at the Sundance Film Festival. She attended the Second Annual Black Warrior Film Festival.

From the Summer 2013 term through the Spring 2014 semester, C&IS faculty and student organizations hosted dozens of special events and invited speakers to address issues of diversity and inclusiveness:

- In July 2013, Dr. Monte Linebarger, Assistant Principal at Westlawn Middle School presented the lecture "Boys and Gender Difference in the Classroom" to Dr. George Daniels’ MC 495 Race, Gender and Media class. A number of special guests from the Tuscaloosa area attended as well.
- The student organization The Capstone Association of Black Journalists (CABJ) was reinvigorated in 2013-2014 under the leadership of instructor and scholastic journalism director Meredith Cummings, who served as the organization’s adviser. After attending the National Association of Black Journalists Convention in July 2013, Cummings helped build CABJ through the sponsorship of a number of highly
successful events. On September 4, 2013, The Capstone Association of Black Journalists hosted magazine editor and creator of the “See Jane Write” blogging community, Javacia Bowser. Bowser is a former CABJ president.

- On September 7, 2013, Reginald Allen, a junior journalism major from Huntsville and Judah Martin, a junior journalism major from Foley, Alabama and Brittany Galloway, a master’s student in advertising/public relations represented the College at the “Standing on Their Shoulders” civil rights and journalism conference, sponsored by the Birmingham Association of Black Journalists. The event was held at The Birmingham News.

- On October 1, 2013, the Capstone Association of Black Journalists hosted a panel on media coverage of the integration of the University’s Greek system, a story that had made national news the week before. Tuscaloosa News Diversity Chair and UA Journalism Adjunct Professor Jamon Smith along with Veteran Broadcast Journalism Catenya McHenry participated in the event. Smith and McHenry are both African-American journalists. Mazie Bryant, editor of The Crimson White and Stephen Dethrage from al.com also participated.

- ASPA Director Meredith Cummings coordinated efforts to bring The Tinker Tour to the UA campus in October 2013. The event featured an inspirational talk by free speech champion and former Supreme Court plaintiff Mary Beth Tinker and student speech attorney Mike Hiestand. Speaking to an auditorium crowd of students, faculty and staff, the two discussed the Tinker case and brought the idea that free speech and civics awareness are important rights for people of all ages, including minors.

- On October 5, 2013, the Department of Journalism co-sponsored a guest lecture by Professor Leigh Moscowitz of the College of Charleston. Moscowitz discussed her new book "The Battle Over Gay Marriage."

- For TCF 444: TCF IN LA Winter Interim, Dr. Rachel Raimist featured 11 different speakers of diverse backgrounds. The female guest speakers included: Dana Melton, TV story writer; Jessica Alexander, production accountant; Nancy Richardson, feature film editor (Divergent, Warm Bodies, Twilight); Eleanor Infante, trailer and documentary film editor. For the TCF alumni dinner included: Carly Palmour, Mary Catherine Keith, and Lindsey White, who is African American. There were several Women of Color Guest Speakers: Caroline Martinez, archive manager at Paramount; Rosie Wong, Senior Manager Sundance Industry Office; and Marla Watson, Post-Production Supervisor at Revolt TV. One other African-American Guest Speaker was Quincy Newell, General Manager of CodeBlack Films/Lionsgate.

- In his talk on February 6, 2014, “Eyes to See from the Other,” veteran photojournalist and multimedia journalism professor from Arkansas State University, Dr. Gabriel Tait examined the communication implications of photos taken by Liberian citizens that represent life within their own country.

- The Department of Journalism worked with the College Dean’s Office to host the Clarence Cason Awards in Non-Fiction Luncheon on February 7, 2014. This year’s winner was author Frank Sikora, a longtime journalist with the Birmingham News and Time magazine freelancer, and an author of six other books, many of which focused on Birmingham’s civil rights history. Sikora was honored at a luncheon, and he gave a talk to an audience of faculty, students and journalists on his works and on the civil-rights era context that shaped them.
• On February 10, 2014, Dr. Kevin Kemper presented "From Indian Country: Tips for Community Journalism Anywhere" to students in the JN 553 Assessing Community Journalism class. He also presented "Native Americans and Ethnic Identity" to students in the MC 495/595 AAST 495 Race, Gender and Media class.

• On February 24, 2014, the Capstone Association of Black Journalists sponsored "Twitter, Beyonce and The Rev. Dr. Martin Luther King, Jr.: Modern Portrayals of African American History Month." The two-hour event featured four African-American speakers including two journalists, Larry Miller from the ABC 33/40 and Birmingham Association of Black Journalists and Dr. George Daniels, who is also a journalism faculty member. TCF faculty member Dr. Kristin Warner and Dr. Cassie Smith, an Assistant Professor in the Department of English also participated.

• On February 26, 2014, Sue Rankin (Professor Emerita, Penn State University) visited COM 295 to share experience coaching with homophobic colleagues and work with Nike Coalition for LGBT Athletes.

• On February 27, 2014, Sarah Young (UA Safe Zone) and Allison Subasic (Director of the LGBTQA Student Resource Center at The Pennsylvania State University) visited COM 513 to discuss LGBTQA Identity and Advocacy.

• Also in February, in the TCF 444: Film Festivals and Indie Cinema course, Kristen Nault, Co-Founder of OUTfest: An LGBT film festival in Austin, to discuss identity and film festivals.


• On March 6, 2014, Tony Adams visited COM 513 class to talk about and to lead discussion of his book, *Narrating the Closet*, which was being read in class that week.

• Dr. Tony Adams, Assistant Professor of Communication at Northeastern Illinois University and author of *Narrating the Closet An Autoethnography of Same-Sex Attraction*, visited Dr. George Daniels’ MC 495/595/AAST 495 Race, Gender and Media class.

• The Graduate Communication Assembly co-sponsored the visit of Dr. Tony Adams to campus for the C&IS Diversity Symposium and department visit. They hosted a meet and greet conversation with Dr. Adams at Mellow Mushroom in order to learn more about LGBTQA activism and research.

• On March 13, 2014, Jeanine Mingé Skype visited with COM 513 students who were preparing questions related to her book, *Concrete and Dust: Mapping the Sexual Terrains of Los Angeles*, which they read in class.

• Professors Anna Embree and Steve Miller brought artist Martin Vinaver from Veracruz, Mexico to campus to present a workshop for Book Arts students. The papermaking and printmaking workshop, titled *Mokuhanga*, took place from March 28 to April 2.

• On April 10, 2014, The Capstone Association of Black Journalists held roundtable discussions with outgoing and incoming Crimson White editors to talk about diversity coverage on campus. A diverse crowd of students took part in an intensive debriefing with both the outgoing CW editor Mazie Bryant and incoming editor Deanne Winslet about a couple of high-profile diversity-related crises they’ve had this year. Both Bryant and Winslet detailed their efforts to recruit a diverse staff (writers, columnists,
cartoonists) including possible ways to reach out to more students from diverse backgrounds as the 2014-2015 Crimson White staff is being built.

- In conjunction with Rachel Raimist, CIS 650 (*Construction of Black Women in Film*) students were invited to participate in events during the Black Warrior Film Festival that involved black filmmaker Ava Duvernay and attended the screening and discussion of her film, “Middle of Nowhere.”
- On April 23, 2014, Alex Davenport (UA Safe Zone) visited COM 295 to share research on anti-homophobia in sport organizations and campaigns.
- On April 24, 2014, Dr. Sabrina Preuer (Assistant Professor, Stillman College) visited COM 295 to share research on minority women in athletic administration and experiences of black college athletes.
- The Capstone Association of Black Journalists officers traveled to NBC-13 News in Birmingham for a meeting with the Birmingham Association of Black Journalists chapter.
- In Sybil Bullock’s LS 512 course, the new science series *Cosmos* is required viewing by students. Guest speaker Neil deGrasse Tyson, prominent African-American Astronomer, visited in April 2014.
- Bryan Stevenson, the Executive Director of the Equal Justice Initiative in Montgomery, served as a guest speaker in Chip Brantley and Andy Grace’s team-taught Anatomy of a Trial class. As stated in his bio, Mr. Stevenson “has won national acclaim for his work challenging bias against the poor and people of color in the criminal justice system.”

**Faculty Diversity Honors:**

- Meredith Bagley received the Sam S. May Commitment to Service Award, the University’s highest award for service as part of Safe Zone Program Ally Training team. She also was recognized with the College’s Outstanding Faculty Research on Diversity award for her conference paper, “What’s Love Got to Do With It: Pentadic Cartography of Contemporary Marriage Equality Rhetoric.”
- Kim Bissell continued her work as Co-PI in a project awarded funding by the NIH, “Developing Effective, Sustainable CBPR to Reduce Obesity in Rural Alabama.” The project, funded with an award of more than $800,000, is designed to reduce obesity in Alabama’s black belt counties. In November 2013, Dr. Bissell was selected as the keynote speaker at an international conference in China on sport and communication. The conference brought together scholarly experts in sport and communication research from around the world to discuss ways to research sports in a cross-cultural context.
- Jason Black won top paper from the American Studies Division, National Communication Association, for a whiteness paper, “Southern Generationalism and the Rhetoric of the Drive-By Truckers.” Black also received the 2014 Reese Phifer Funding from Communication Studies, for his “Native Decolonization Project,” a $12,500 grant. Black was a finalist for the Lambda Literary Award (anthology), for *An Archive of Hope: Harvey Milk’s Speeches and Writings.*
Laurie Bonnici received the 2014 Association for Library and Information Science Education (ALISE) Research Grant Award for her project, “Non-Verbal Communication in Information Behavior: Ischemic Stroke and Partial Facial Paralysis.” The project examines the role of facial expression as communication and information in indicating barriers to information access mediated by information and communication technology (ICT) devices. Focusing on individuals having experienced mild to moderate stroke, the researcher will analyze data for consistency in facial indicators among individuals with partial hemispheric facial paralysis. The funding will provide Dr. Bonnici with graduate assistant support and cover limited travel expenses for sabbatical research in Spring 2014.

Robin Boylorn received a Reese Phifer grant of $4,165, for her research proposal, “From The Country to the City (& Back): Understanding the Relevance of Space and Place in Black Women’s Life Stories.” Boylorn also received the inaugural H. L. Goodall, Jr., & Nicholas Lee Trujillo ‘It’s A Way of Life’ Award in Narrative Ethnography for her book, Sweetwater: Black Women and Narratives of Resilience. Boylorn received the 2013 Best Book Award from the Ethnography Division of the National Communication Association for Sweetwater. Boylorn gave a campus-wide lecture as winner of the 2014 UA Last Lecture Award. The talk was titled: “Overcoming (In)Difference: Reflections on Empathy, Apathy and Diversity.”

Chip Brantley and Scott Parrott were awarded a grant from the Knight Foundation and the Association for Education in Journalism and Mass Communication to study and map food insecurity among marginalized populations in West Alabama, and to use the project as a teaching tool across two classes and two semesters. The project will serve as a vehicle for teaching journalism students to move beyond their comfort zone and engage with unfamiliar problems in unfamiliar communities. The project will also generate data for research.

Michael Bruce won the BEA Best of the Festival Award in Sports for Houndstooth: Tradition. Community. Loyalty. This promotional video addresses themes of racial integration.

Jennifer Campbell-Meier, in her role as principal investigator for Sustainable Training for Alabama Public Library Employees (STAPLE), was selected for recognition as an Excellence in Community Engagement Award recipient by the UA Council for Community-Based Partnerships (CCBP). STAPLE was recognized as an Outstanding Faculty/Staff-Initiated Engagement Effort for 2014.

Meredith Cummings’ blog “The Up Beat” won first place in the Alabama Media professionals contest in May for a post she wrote on diversity.

George Daniels and his co-authors Lillie Fears and Gabriel Tait won a top paper award for “Portrayals of a Presidential Statement on Race: The Barack Obama-Trayvon Martin Connection in 25 Daily Newspapers.” The paper was presented at the 2013 Southwest Education Council for Journalism and Mass Communication in Tulsa, OK.

George Daniels and Mary Meares were recognized for their diversity research with the C&IS Diversity Research awards, sponsored by the C&IS Diversity Forum. These awards also recognize top student research. Faculty members who produced diversity-related books also were acknowledged.

Jamie Naidoo’s book Rainbow Family Collections: Selecting and Using Children’s Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content, was selected in
Fall 2013 for inclusion in VOYA’s Five-Foot Bookshelf: Essential Books for Professionals Who Serve Teens, 2000 through 2012. Naidoo also was awarded the 2014 Internationale Jugendbibliothek (International Youth Library) Research Fellowship by the Auswärtiges Amt der Bundesrepublik Deutschland (Foreign Ministry of the Federal Republic of Germany, Munich).

Department of Journalism

The Multicultural Journalism Program (MJP) continues to be the highlight of diversity-themed efforts. Now in its 30th year, the MJP’s annual summer workshop is designed to encourage high school students from underrepresented populations or those with an interest in diversity to consider careers in journalism. In 2013, the students in the program traveled to Tuscaloosa and Birmingham, and covered the 50th anniversary of civil rights events in both places and also met people involved in the Civil Rights Movement. They visited the Birmingham Civil Rights Museum, Tuscaloosa’s Foster Auditorium and other civil rights landmarks. They took part in UA’s “Through the Doors” 50th anniversary celebration and, as always, produced a newspaper and website. They also met people involved in prosecuting the Birmingham 16th Street Church bombers, as well as former Negro League baseball players. Kailin Tate, a student participant in the Multicultural Journalism Workshop, was named a national winner in the national Dow Jones News Fund 2013 Summer Workshop journalism contest. Tate placed for a multimedia site about 50th anniversary events to commemorate civil rights history.

The Department of Journalism houses The Alabama Scholastic Press Association, the state’s premier high school journalism organization. Each summer ASPA coordinates “The Long Weekend,” a three-day intensive residential summer journalism camp at UA. The camp is designed to teach creative and efficient ways to communicate through scholastic newspapers, newsmagazines, yearbooks, literary magazines and digital media. The Long Weekend also gives students a chance to experience college life. ASPA offers need-based scholarships so that students of all backgrounds can be exposed to the wonderful opportunities and careers in journalism. These students live on campus for three days, and for many, it’s the first time they’ve spent time on a college campus. The main idea is to help attract more students from diverse backgrounds to the journalism profession, and to allow students from disadvantaged backgrounds to picture themselves on a college campus. In effect, the camp helps plant the idea that college could be an option after high school for these students, many of whom would be first-generation college students.

In addition to formal programs sponsored by the Department of Journalism, faculty members also engage in diversity-related outreach to the community as individual endeavors. For example, Dr. Kim Bissell was a co-PI on a research team that was awarded a three-year $800,000 grant from the National Institutes of Health to develop and support collaborative research between academic researchers and residents of Alabama communities disproportionately affected by poor health. Project United: Using New Interventions Together to Eliminate Disparities” is a partnership of the College of Communication & Information Sciences, the College of Community Health Sciences, and
the Black Belt Community Foundation. The grant will fund community-based participatory research in the Black Belt region of Alabama.

Since 2010, UA through its partnership with the Office of Minority Health in the Alabama Department of Public Health has been actively involved in addressing health disparities of Alabama residents. In April 2010, a team of UA students in Dr. George Daniels' Communication and Diversity class developed a cross-platform media campaign to combat infant mortality. The series of public service announcements and social media messages were aimed at teens. In 2012, another group of students developed the concept of "The Salt Monster" as a way to combat high incidence of cardiovascular disease among Alabamians. "The Salt Monster" campaign was further developed this year (2013) with a new "Salt Monster" public service announcement produced by Telecommunication and Film students. Curbing sodium consumption is just one way UA is making a positive impact on the health disparities in our state.

Members of the Society of Professional Journalists worked with George Daniels to support a first-of-its-kind after-school journalism class for third, fourth and fifth graders at Oakdale Elementary School. Forty-five students participated in the program that was offered Tuesdays during the fall and spring semesters. As a result, the elementary school students wrote stories and took photos used in five editions of the now 12-page Oakdale Eagle newsletter that first launched in 2011. As a part of the partnership with UA, the Oakdale Students received access to a new set of digital cameras that they used to produce photojournalism. A Photojournalism Exhibition was held in the Summer of 2013. Two of the third graders have written an article about the experience that is to be published in a nationally-recognized academic journal.

As a member of the National Association of Black Journalists, George Daniels worked with a group of students to reactivate the Capstone Association of Black Journalists (CABJ), a local chapter that had been inactive for the past few years. The new officers for 2013-2014 represent all three of the mass communication units within the College (Department of Journalism, Department of Telecommunication and Film and Department of Advertising and Public Relations). CABJ made plans in the spring for a television station tour of a Birmingham NBC affiliate in the late summer and will co-sponsor two fall events in connection with the 50th Anniversary of the Integration of the University. They have been invited to do more collaborative events with the Birmingham Association of Black Journalists (BABJ) in the upcoming months. Professor Meredith Cummings will serve as the new adviser for CABJ and will attend the 2013 national conference with UA student officers in summer 2013. The College provides financial assistance for the organization’s activities upon request.

The Journalism Department spear-headed a campus visit in October 2012 for Jose Antonio Vargas, a Pulitzer Prize-winning former Washington Post writer who launched a campaign to address the need for immigration reform. Vargas’ campus-wide address on his new documentary focused on immigration reform. “Is This Alabama” was the centerpiece of a two-day campus visit that included Vargas speaking to three classes in the College of Communication and Information Sciences and two classes in the Department of American
Studies. Vargas was part of the reporting team that won the Pulitzer Prize for Breaking News Reporting in 2007 for coverage of a school shooting at Virginia Tech.

The Journalism Department and Society of Professional Journalists sponsored the first-ever campus visit for a sitting national president of the nation’s largest, most broad-based group of journalists. SPJ National President Sonny Albarado gave an address on diversity in media before inducting more than 20 UA students into the Society of Professional Journalists. The address and induction held in October 2012 were followed by a luncheon sponsored by the Department of Journalism. Albarado, projects editor and acting city editor for the Arkansas Democrat-Gazette, is only the third Latino and first Cajun president of the 8,000-member organization. He was a vocal supporter of the Society of Professional Journalists’ controversial resolution urging journalists to discontinue the use of the word “illegal” when describing undocumented immigrants.

In November 2012, the Department of Journalism helped bring Robert Kanigel, an engineer, biographer, and science writer who taught science writing for over 12 years at Massachusetts Institute of Technology to campus. Kanigel shared his experiences with emphasis on international aspects of his writing as part of International Education Week 2012. Much of Kanigel’s work has immersed him in foreign cultures. Kanigel spoke to 200 students in the JN 311 Newswriting and Reporting class.

The Department of Journalism was one of several campus sponsors for “Where we Stand,” a one-day conference focusing on the 50th anniversary of the integration of the University of Alabama. On April 5, the Frances S. Summersell Center for the Study of the South convened a one-day conference that brought together scholars from around the country to share their work on the course of the civil rights movement in Alabama and on integration in the United States more broadly. The department helped fund the keynote address at Malone-Hood Plaza at Foster Auditorium. Diane McWhorter, Pulitzer Prize-winning author of Carry Me Home: Birmingham, Alabama, the Climactic Battle of the Civil Rights Revolution was the keynote speaker. Students in JN 311 Newswriting class attended the event.

*Diversity research:* In addition to the research noted above, faculty and students in the Department of Journalism continued their diversity-related research. This research included:

- Professor Kim Bissell will present two diversity-related sports communication papers at international conferences this year. Along with a doctoral student, Bissell will present “A boy once broken: Framing Oscar Pistorius’ disability within the 2012 Olympic Games” at the Association for Education in Journalism and Mass Communication in August. The two also presented “Below the belt: Gender portrayals in women’s boxing during the 2012 Summer Olympic Games” at the International Communication Association in London in June 2013.
• Instructor Dianne Bragg supervised an honors project for a MC 401 Mass Communication Law undergraduate student, who wrote a historical research paper examining the evolution of women’s press rights in India and the United States.


• Greer also supervised a diversity-related research project for a McNair Fellow and JN major who examined how campus newspapers covered racial incidents involving African Americans in terms of racial framing. This student’s work was presented at local and national McNair research conferences. In addition, this student was invited to present her research to the Race, Gender & Class 2013 Conference in March in New Orleans, Louisiana. In addition, she presented “Framing in campus newspaper coverage of racial incidents involving African Americans, 1997-2009,” a paper co-authored with Greer as her mentor, to the Comprehensive Diversity Conference sponsored by ALAHEDO.

Department of Communication Studies

In addition to making a variety of presentations in the College’s 4th Diversity Symposium, faculty in Communication Studies were likewise active participants during 2012-13 in educational opportunities to expose students to diversity issues. For example, the Department of Communication Studies provided funding support again for the April 22, 2013 Lavender Graduation this year, which included as invited speakers Mike Hill, ESPN; Francesca Elzey, reporter, Nashville; and Don Lemon, CNN. This event was developed by the UA Capstone Alliance and other groups on campus to demonstrate campus-wide support of LGBTQ students, to recognize their accomplishments, and to increase the visibility of various organizations, departments and services that support them. A faculty member in the department is co-advisor to Spectrum, the University’s student group that is dedicated to LGBTQ students and their allies.

On April 5, 2013, the Frances S. Summersell Center for the Study of the South convened “Where We Stand,” a one-day conference that brought together scholars from around the country to share their work on the course of the civil rights movement in Alabama and on integration in the United States more broadly. The conference comprised a morning and an afternoon panel and culminated with a keynote by author Diane McWhorter delivered on the site of the Stand itself, in the plaza outside Foster Auditorium. The Department of Communication Studies contributed $1,000, as a co-sponsor of this event.
On March 4-5, 2013, the Department of Communication Studies co-sponsored with the English Department (CRES program) a campus visit by communication scholar Dr. Dana Cloud. Dr. Cloud’s talk is entitled “‘Pushing the Boundaries of Liberalism: Revolutionary <Equality> in the Rhetoric of GetEQUAL.” Dr. Cloud is a researcher, activist, and speaker from the Department of Communication Studies at the University of Texas- Austin. She was recently named by right-wing pundit David Horowitz as one of the most dangerous 101 professors in the United States. Her research focuses on academic freedom, rhetoric and social movements, gender and communication, race and gender in mass media, unions, and historical materialist theory. Dr. Cloud has published two books: Control and Consolation in American Culture and Politics: Rhetorics of Therapy (Sage, 1998) and We are the Union: Democratic Unionism and Dissent at Boeing (University of Illinois Press, 2011).

The Communication Studies’ faculty reported at least seven different research and creative activities for 2012-13 including: 1) A faculty member presented “Fantasies of Hegemonic Masculinity? Critical Rhetorical Analysis of FX’s The League” at the program on Sport Communication Symposium, University of Alabama, March 20, 2012; presented “Performing Athletic Genders, Resisting Discipline: Action Photography of UT Women’s Sport, 1937-50 within Rhetorics of Control” in the Colloquia Series, Department of Communication Studies, University of Alabama, March 13, 2013; presented “Doors, Locks and Keys: Student Reflections on 50th Anniversary of UA Desegregation” at the University of Alabama Discerning Diverse Voices Symposium, University of Alabama, March 2013; and “Bringing Lavender Graduation to UA” poster presentation at the University of Alabama Discerning Diverse Voices Symposium, Tuscaloosa, Alabama, March 2013. 2) Another faculty member presented “Memory, Victimage, and Survivance: Approaching African American History on the Campus of The University of Alabama” at the Blount Initiative Convocation, University of Alabama, March 20, 2013; presented “Reflections on SLIS and Autherine Lucy” as the SLIS 40th Anniversary Address, University of Alabama, October 2012; presented “Disquietudes of Rhetorical Circulation & Neocolonial Authenticity in Chief Seattle’s Elegy” at the Carolinas Communication Association Convention, Aiken, South Carolina, October 2012; presented “Harvey Milk’s ‘You Gotta Give ‘Em Hope’ as a Transcendent Discourse” at the Alabama Communication Association Convention, Mobile, Alabama, July 2012, with Charles E. Morris III, Top Faculty Paper; and presented “Rhetorical Circulation and Complications of Authenticity and Appropriation in (Neo)Colonial Contexts: The Case of Chief Seattle’s (Suquamish) ‘The Indians’ Night Promises to Be Dark” at the Southern States Communication Association Convention, San Antonio, Texas, April 2012. 3) Another faculty member presented “Sweetwater, Autoethnography Class” at the University of South Florida, Department of Communication Studies, March 19, 2013; presented “A Story & A Stereotype: An Angry and Strong Auto/ethnography of Black Womanhood” at the meeting of the National Communication Association, Orlando, Florida, November 15, 2012; made a pre-conference presentation “Writing (for) My Life: Blackgirl Blogs, Auto/ethnography & Crunk Feminism. Communication, Ethnography, and Identity: The Politics and

The faculty refined the general departmental objective for its diversity courses for majors, clarifying that such COM courses address the value of “diversity studies” for our majors (one of our undergraduate program outcomes): these courses invite student reflection on cultural identity or larger communication patterns within course content.

School of Library and Information Studies (SLIS)

The School of Library and Information Studies students regularly focus their research and creative activities on issues of diversity. The student posters presented at the CCIS Diversity Forum are excellent examples. Many student assignments and papers also incorporate or explicitly address diversity-related concepts and issues, since these are so central to the practice and professional spirit of library and information studies.

Faculty in the SLIS are involved in several community service and outreach activities. For example, Jamie Campbell Naidoo served as Coordinator of the SLIS Book Bonanza for the Black Belt Program, which donates brand new children’s and young adult books to school libraries in the Black Belt Region of Alabama. Many of these schools serve predominantly African-American populations. Naidoo provided more than $7,000 in free books to these schools. Naidoo also served as Coordinator for the Noche de Cuentos family literacy program at the Tuscaloosa Public Library on March 29, 2012. All children received a free copy of an author-signed book and each family received a copy of second author-signed book. Naidoo, along with a graduate student, also received an ALA Diversity Research Grant for the student’s project “Beyond Broken Borders: Examining Library Sciences to Latino & Spanish-Speaking Population in New Latino South States with Anti-Immigration Laws.” Finally, another ALA Diversity Research Grant went to Dr. Danny Wallace, EBSCO Endowed Chair of Library Science, for his project “LIS Diversity: A Longitudinal Study of the ALISE Statistics,” which will analyze more than 30 years of data gathered for the annual Library and Information Science Statistical Report to determine and analyze trends in diversity among LIS students and faculty and examine diversity as it is reflected in LIS courses and curricula.

Department of Advertising and Public Relations

Faculty in APR reported several diversity-related research and creative activities. Drs. Karla Gower, Suzanne Horsley and Joseph Phelps chaired dissertations committees for students working on diverse topics such as: “Remembering and Reporting: Tuskegee Syphilis Study and Biomedicine in Science Journalism;” “King's return to the mall: Public memory and the rhetoric of the Martin Luther King, Jr. National Memorial;” “Examining Masculinities in Pixar’s Feature Films: What It Means to be a Boy, Whether Human, Fish, Car, or Toy; ” and “The Social Cognitive Approach to Understanding Consumers' Engagement Behavior in Online Brand Communities in South Korea.” Faculty research included the following: Dr. Bruce Berger published the book, In Our Dreams We Read: Stories From the Front Lines of Literacy, WordWorthy Press: Northport, AL. Illiteracy is a major problem in Alabama with over 1 million citizens considered to be functionally illiterate and illiteracy is unfortunately more prevalent among the poor and minority populations. Dr. Yorgo Pasadeos co-edited the book, Challenges in International Communication, Athens, Greece: Aitner (2012). Dr. Glenn Griffin co-authored the book chapter, "Symbolic Interactions in Sexual Scripts: Improvisation and Male Consumer Responses to Gay-Vague Advertising". It is accepted for publication in N. Tindall & R. Waters (Eds.), New York, NY: Peter Lang Publishing. Dr. Glenn Griffin submitted the manuscript "The Abercrombie Effect: Consumer Responses to 'Gay Vague' Advertising" to Sex Roles: A Journal of Research. Dr. Eyun-Jung Ki and Dr. William Gonzenbach coauthored the article, "Determinants of Ethical Practices of Public Relations Practitioners in Korea.” Asian Journal of Communication, 22(2), 140-159. Dr. Lance Kinney co-authored the book chapter, “Racism and Sports.” Accepted for publication Westport, CT: Praeger Publishers. Dr. Kinney also presented Bill, Blacks, and Bluegrass at Discerning

Faculty in APR reported several diversity-related service activities:

- Dr. Bruce Berger serves as faculty advisor to Literacy is the Edge (LITE), a formal UA student group that creates awareness of functional illiteracy in West Alabama and recruits students and community members to become adult reading tutors and assistants for GED and ESL programs.

- Susan Daria serves on the Board of Directors for United Way's Success By 6 Initiative, the nation’s largest early childhood initiative enabling more than 350 communities across the country to implement outcome-focused strategies to positively affect early childhood development. Each Success By 6 develops their program based on critical issues for their community's 0 - 6 population. Our program has a focus on preparing West Alabama's at-risk, 4-year-olds for kindergarten.

- Susan Daria supports scholarship application efforts by minority students in the Department of Advertising and Public Relations. Her efforts have resulted in our students receiving a number of nationally competitive awards and scholarships including multiple winners of the American Advertising Federation’s *Most Promising Minority Students in Advertising*. She has also helped students receive LaGrant Foundation Scholarships.

- Tracy Sims’ classes partnered with the Autism Society of Alabama. Students helped build support for Autism Awareness car tags, an essential component that was required before the Alabama Legislature could authorize the tag's production. Students also developed communication plans for ASA's largest fundraiser, Walk for Autism, and other Autism Awareness Month activities.

- Dr. Meg Lamme serves on the Commission on the Status of Women for the Association for Education in Journalism and Mass Communication and is a University of Alabama Safe Zone ally.

- Dr. Eyun-Jung Ki served as Co-Chair, Susanne A. Roschwalb Award for International Study and Research, Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division. The Public Relations Division of the Association gives the award to the best international study or research proposal annually for Education in Journalism and Mass Communication.
Faculty in TCF reported a dozen diversity-related research, service and creative activities, including the following:

- **Cammeron, D. and Hadden, S. “April’s Hero.”** The film chronicles the story of Robert Reed, a former convict who became a first-responder after the tornado on April 27. It is a moving and unforgettable documentary, and won Best of the Festival and the Chair’s Award at the BEA International Festival of Media Arts.

- **Clark, Chandra, Alberta History.** This multi-media project won a Premiere Award from the UA Council on Community-Based Partnerships (CCBP).

- **Mocarski, R.A., & Billings, A.C. (2013, in press).** Manufacturing a messiah: How Nike and LeBron James Co-constructed the legend of King James. *Communication & Sport.* This paper also won the CIS Diversity Award.

- **Undocumented, a Documenting Justice film produced by two students who won Best Student Short at the Birmingham Sidewalk Film Festival, August 2012.**


- **Angelini, J.R., Billings, A.C., & MacArthur, P.J. (2012).** The nationalistic revolution will be televised: The 2010 Vancouver Olympic Games on NBC. *International Journal of Sport Communication.*


C&IS faculty published a total of 31 diversity-related academic journal articles, seven scholarly books and monographs, 23 book chapters and six book reviews on topics of diversity. The following is list of those publications:

**JOURNAL ARTICLES:**


Billings, A.C., Bissell, K., Smith, L.R., & Brown, N. (2014, in press). Where the boys and girls are; Where the boys and girls ‘should’ be: Attitudes about sport gender typing. Modern Sport Communication, 1(1).


Bruce, M. D. (2014, in press). Framing Arab Spring conflict: A visual analysis of coverage on five transnational Arab news channels. Journal of Middle East Media.


**BOOKS/MONOGRAPHS:**


**BOOK CHAPTERS:**


Warner, K. (In Press) ”If Loving Olitz is Wrong I Don't Wanna Be Right: ABC's Scandal and the Affect of Black Female Desire” in *Black Scholar*.


**BOOK REVIEWS:**


Other Faculty Creative Activity:

- **Michael Bruce** received a grant to produce *Houndstooth: Tradition. Community. Loyalty*. This promotional video addresses themes of racial integration.
- **Mary M. Meares** provided career counseling for participants in the *Summer Institute for Intercultural Communication*, Portland, OR, in July 2013.
- **Pam Tran** produced a radio documentary called "Blood Tuesday in Tuscaloosa" about the Civil Rights era water fountain protest that was aired on Alabama Public Radio. It was also featured in the UA Diversity Forum on campus, March 6th.

Student Diversity Projects

Under the direction of C&IS faculty, both undergraduate and graduate students participated in diversity-related research and creative activity. Their work included one dissertation, three master's theses, four independent studies, two master's projects and eight other production projects. They are listed below.

*Dissertation*


*M.A. Theses*


*Masters Projects*


*Independent Studies*


Adam Sharples, with Jason Black, “Queer Theory and Whiteness.” Fall 2013.

Production Projects

Gabrielle Taylor and Johanna Obenda “Black Noise,” which examined the intersection of identity between the deaf community and the black community. The deaf community has a strong sense of identity within itself - there is an entire “deaf culture” which includes its own language and self-expression. The black community also feels a distinct sense of self-identity. So what about the black deaf community? “Black Noise” profiles three deaf black individuals in Alabama who talk about their unique identifications. (Supervised by Andy Grace in Documenting Justice)

Rachel Arnsen and Myah Wilder “Sanctuary,” exploring the lives and stories of a group of parishioners at the Spirit of the Cross church in Huntsville. Spirit of the Cross is a distinctly LGBTQ-friendly church and its members come from all walks of life, all races, and all sexual orientations. A truly diverse church, Spirit of the Cross is rooted in the worship of an all-loving God. (Supervised by Andy Grace in Documenting Justice)

Rich Robinson “Alabama's First Black Athlete,” an audio documentary (Supervised by Pam Tran) and presented at 2014 Discerning Diverse Voices Symposium

Adrienne Morse in a directed study/Honors By Contract production on "Women Behind the Camera." (Supervised by Rachel Raimist)

TCF Faculty Member Michael Bruce supervised five student projects that covered topics in diversity:
- “1971 USC Football Game” (for the Bryant Museum) looked at Alabama football integration.
- “Speech Therapy for the Rise School” (aired on WVUA) dealt with physically disabled children.
- “The 20th Anniversary of the Stallings Center for the Rise School” (aired on WVUA) - physically disabled children
- “Nick's Kids Teaching Award recipient for the Rise School” (aired on WVUA) - physically disabled children
- “Music Therapy for the Rise School” (aired on WVUA) - physically disabled children

The Department of Telecommunication and Film was a co-sponsor of the Second Annual Black Warrior Film Festival, which included participation from numerous TCF faculty and students. Out of 83 films selected for screening:
- 18 were directed by a female.
- 10 were female driven stories or had female protagonists.
• There were 11 filmmakers of color who submitted project(s) to the festival.
• 13 films dealt with subjects that revolve around a minority race.
• 3 films were produced internationally.
• 21 films feature a person of color as the protagonist or important supporting role.
• 2 films feature English subtitles because the dialogue is in another language.
• Out of the 20 students on the organizing committee 12 were female.
• Out of the 20 students on the organizing committee 5 were students of a minority race.
• Featured Filmmaker Ava DuVernay (African-American woman), conducted three events that attracted a diverse audiences (several hundred women, at least 150 were African-American women).
• The Alumni Spotlight Filmmaker was Carly Palmour (woman filmmaker)
• The Black Warrior Film Festival Committee advisor is a woman of color --- Dr. Rachel Raimist

DIVERSITY RELATED RESEARCH PRESENTATIONS:

Fifteen C&IS faculty members made a total of 55 scholarly presentations at national and international conferences, statewide and campus symposia.


Lewis, R., Brown, K., & Watkins, B. (2014) Identifying gratifications sought that drive positive attitudes towards mobile apps and intent to download mobile apps, using gender as a moderator, paper presented at the annual conference of the American Academy of Advertising in Atlanta, Georgia.


of the International Research Society for Children’s Literature, Maastricht, Netherlands, August 2013.


**DIVERSITY OUTREACH/SERVICE TO THE COMMUNITY:**

As a member of The Crunk Feminist Collective (CFC), Robin Boylorn participates in academic collaborations and networking across the country, via the CFC website and blog site, contributing at least monthly (see http://crunkfeministcollective.wordpress.com/2010/04/01/%e2%80%9cyou-are-pretty-for-a-dark-skinned-girl%e2%80%9d) and works in collaboration with other CFC members and women scholars of color who have pioneered work in feminism and hip hop to further the agenda of black feminist activism/s.

As a member of the Diversity Forum and as departmental Colloquia Coordinator for Communication Studies, Robin Boylorn invited and secured guest speakers who represent work in diversity, such as the representatives from Spectrum/Safe Zone for a departmental panel presentation (October 2013), and facilitated the visit of Dr. Tony Adams, keynote speaker for the Diversity Forum, and secured co-sponsors, including University Programs,
Women's Resource Center, the Department of Gender and Race Studies, and the College of Communication and Information Sciences Dean's Office.

As a member of the Alabama Program on Sport Communication, Meredith Bagley facilitated the visit of Dr. Sue Rankin, keynote speaker for the APSC Annual Symposium, to share nationally-recognized research and consulting service on campus climate for LGBTQ Athletes. She facilitated meetings and lectures for Dr. Rankin throughout the week-long visit.

Caryl Cooper’s research concerning Rebecca Stiles Taylor, an African-American female journalist, formed the basis for a nomination leading the Stiles Taylor’s posthumous induction into the Georgia Women of Distinction honor society.

Karla Gower serves as co-chair of the Commission on Public Relations Education, which issues global standards for public relations curricula. Plank Center for Leadership in Public Relations honored Mike Fernandez, corporate vice president, Cargill, as a corporate mentor.

Susan Daria’s students have since 2011 developed PR fundraising campaigns for Secret Meals. This program provides meals for low income children who otherwise might not have food over the weekend. The efforts of roughly 200 PR students over the last 7 semesters have fed more than 450 of our community’s children every weekend for an entire school year.

Meg Lamme is a Safe Zone Ally and she serves on the Commission on the Status of Women for the Association for Education in Journalism and Mass Communication.

Regina Lewis helped students from the College of Communication and Information Sciences and the College of Commerce and Business Administration to create a new student organization, Professional Women in Communication and Business.

Sybil Bullock networked with various diverse groups to ensure that our students have internships covering diverse groups, including the Birmingham Civil Rights Institute and the Rosa Parks Museum in Montgomery, Alabama (visited 22 April 2014); have placed many students at Birmingham Civil Rights Institute through the years. Professor Bullock networks with professionals in the subject areas that she teaches: Records Management (Records Managers with City of Birmingham) for information/future job prospects/guest speakers.

Anna Embree and Steve Miller are longtime organizers of Paper and Book Intensive (PBI), a prestigious annual program of Book Arts workshops. Over the past several years the organizers of PBI have placed greater emphasis on developing a greater international community at the events. This year, out of 70 people in attendance, there will be 7 international participants from 5 countries. As events are planned for coming years, the
organizers hope to broaden international awareness of PBI and increase international enrollments further.

Jamie Naidoo was an invited Member, Latina Author Pat Mora’s DÍAs (Día Initiative Ambassadors), April 2011 – Present. Naidoo served as Coordinator, SLIS Book Bonanza for the Black Belt book give-away program, University of Alabama 2009 – Present. The 2013 cycle gave over $11,500 in free books to 8 elementary, middle, and high school libraries in the Black Belt region. Naidoo is the founder and director of National Latino Children’s Conference Founder and Director: Connecting Cultures & Celebrating Cuentos. Website Available: http://www.latinochildlitconf.org/ Along with serving as a member of the Communication & Information Sciences Diversity Forum, University of Alabama, Naidoo was a Manuscript Reviewer, Discourse Studies in the Cultural Politics of Education, April 2014 and a committee member for the Alabama Library Association's Pura Belpre Award, which is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience. Naidoo also serves as a consultant for Rainbow Family Connections: Developing Library Collections and Programs Inclusive of LGBTQ Children & Families,” Webinar, Southern Maryland Regional Library Association, January 2014. He was a national grant reviewer for Día Family Book Club: Multicultural Programming Grants, Awarded by the American Library Association’s Association for Library Service to Children.


Miriam Sweeney is now member of the Communication & Information Sciences Diversity Forum, University of Alabama.

Steven Yates completed his first of two years of service as a member of the American Library Association’s Committee on Diversity.

Chip Brantley’s work with the Desert Island Supply Co. has a strong diversity component to it. The program offers writing programs in four schools that are attended mostly by free- and reduced-lunch minority students. “Desert Island” also provides free after-school tutoring programs for students of these schools.

George L. Daniels curated a photo exhibit, "Oakdale Images Out Front” featuring photojournalism produced by rising 4th graders at Oakdale Elementary, a school attended primarily by minority students. The photos were produced by students working on The Oakdale Eagle, the school’s newspaper.

Meredith Cummings, adviser for the Capstone Association of Black Journalists, attended the National Association of Black Journalists convention in Orlando to gather ideas about making the chapter vibrant and meaningful to student members and to the campus.
As part of the Institute for Communication and Information Research’s colloquium series, **Kim Bissell** sponsored a research session that focused on representation of sexual minorities in a mediated context.

**Wilson Lowrey** was invited to serve on an advisory board for a University of Wisconsin project focused on the network structure of communication about education and race within communities. The project was submitted for funding to the William T. Grant Foundation.

*The Center for Public Television and Radio*

The Center for Public Television and Radio continues to gain recognition for its television and radio programming that explores issues of particular interest to diverse audiences throughout the state, airing on Alabama Public Television, WVUA-TV, and Alabama Public Radio. This year, the Center for Public Television and Radio premiered six new video projects for WVUA-TV: *Alabama Life – Detours, Alabama Inc., Bookmark, Mama Called, Preserving Justice,* and *United Way Campaign video*. These programs, added to the series and specials produced for Alabama Public Television, provide high quality programming to an increasingly diverse audience, and give UA students an opportunity to gain hands on experience producing for both commercial and noncommercial broadcasters.

WVUA-TV is, perhaps, the largest “Service Learning” organization on campus due to the station’s use of faculty, staff, and student efforts to serve the West Alabama community through more than 13 hours of local newscasts each week, public service programs, and employee/student volunteerism. WVUA-TV’s daily on air productions and special presentations serve a diverse community. Many of these productions have won major professional awards and highlighted the lives and needs of all areas of the community. In addition, the station’s public service efforts encouraged a diverse group of individuals to utilize its services. The television station’s unique partnership with The Center for Public Television and Radio (CPT&R) allow it to present many new productions aimed at serving a diverse community and highlighting the accomplishments of a diverse group of individuals and communities.

Alabama Public Radio (APR) offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The station was honored with four Edward R. Murrow Awards as well as a national Sigma Delta Chi Award for its outstanding coverage of Alabama events.

The APR news team gave special attention to the 50th anniversary of key moments in the Civil Rights Movement. The year-long project focused on pivotal moments in Alabama history, as well as lesser known stories. For this body of work, APR received several national awards, including the prestigious Radio-Television Digital News Association (RTNDA) Unity Award.

d. **College of Community Health Sciences**
The University of Alabama’s Rural Health Institute for Clinical and Translational Science was established in 2001 and primarily works to bring the highest standard of health to rural citizens. Its’ primary mission is to facilitate the highest attainable standard of health for those who live, work, or play in rural America by investigating not only disease and infirmity, but also factors associated with physical, mental, and social well-being. The Institute hosts an annual Rural Health Conference, which draws hundreds of attendees from multiple professions, businesses, education and government, who come together to find solutions to health issues and disparities that impact our rural citizen, in Alabama and throughout the nation. The 15th Annual Rural Health Conference was held Tuesday, April 29, 2014, with a theme “Healthy Beginnings, Healthy Communities: The Early Childhood Experience.” Keynote speakers were Dr. Bernard Guyer, the Zanvyl Kreiger Professor of Children’s Health, Emeritus, in the Department of Population, Family and Reproductive Health at Johns Hopkins Bloomberg School of Public Health; and Allison de la Torre, Executive Director of the Alabama School Readiness Alliance.

The First Annual African American Male Health Care Summit, sponsored by the 50th Anniversary Committee of the College of Community Health Sciences, was held on Saturday, January 18, 2014 on the campus of The University of Alabama. The program was attended by approximately 50 young men from the West Alabama area including youth from Tuscaloosa City and County schools, Sumter, Hale and Jefferson County schools. The boys were recruited from a variety of methods including African American male fraternity youth clubs, through school counselors and staff as well as through mass media.

The Minority Rural Health Pipeline Program was initiated in 2001 in an effort to increase the number of minority students from rural Alabama who qualify for admission to medical school through the Rural Medical Scholars Program (R MSP) at The University of Alabama. Rural Minority Scholars take classes and tutorials to enhance knowledge and test taking skills so that they can achieve competitive scores on the Medical College Admission Test (MCAT). UA’s Rural Health Leaders Pipeline was recognized nationally with an Outstanding Rural Health Program Award from the National Rural Health Association. The award was presented in May 2013 at the NRHA’s 36th Annual Rural Health Conference in Louisville, Kentucky. The pipeline is a sequence of programs that help rural students prepare for medical and health careers. Students who go through the Rural Health Pipeline focus on rural health care, not just through textbooks, but through face-to-face interaction, spending time with the people on their farms and in the clinics. These students are led to value and celebrate their ruralness and praised for their intention to go into rural medicine. UA’s Rural Health Leaders Pipeline programs address these issues with three primary components – the Rural Health Scholars Program, the Rural Minority Health Scholars Program and the Rural Medical Scholars Program. The programs are funded by the State Legislature through the Alabama Family Practice Rural Health Board, as well as with grants and donations. Of the 165 rural Alabama students who have entered the Rural Medical Scholars Program since its founding in 1993, more than 60% have completed their training and are practicing as primary care physicians in rural communities in Alabama.
Rural Alabama is in great need of physicians and community leaders. This need peaks in the minority dominant Black Belt. Rural Scholars Programs' research shows that the health status of Alabama counties is associated with their number of primary care physicians, which is related, in turn, to their number of medical students. Progress to date reveals that the Rural Health Leaders Pipeline is producing physicians in north and south Alabama at rates far larger than in the lower middle of the state that includes the Black Belt. Very few Black Belt students make it into Alabama's medical schools, but those in the RHLP who have entered UASOM and other schools have demonstrated success.

The Medical Association of the State of Alabama established policy resolutions in 2012 supporting public medical education in Alabama to produce primary care physicians for everyone and favored a targeted effort from CCHS for the Black Belt. New programs that report to embrace rural medical education in Huntsville, Dothan, Montgomery, Auburn, and Mobile now target much of the state. Thus, west and central Alabama Black Belt counties in close proximity with Tuscaloosa, and similar counties, have become the targeted focus of the RHLP. All Rural Scholars Programs, with the exception of the RMSP, have enjoyed excellent participation of students from these targeted counties. The RMSP has embarked on a strategic planning and development initiative to produce the Black Belt Rural Medical Scholars Program that will target this region for production of local physician/community leaders.

In the School of Medicine Self-Study for the LCME in 2012, the RMSP reported progress toward including minority participants from the Black Belt and the plan to adapt the RMSP to be more effective in this effort. Subsequently, both the chair and chair-elect of the Medical Education Committee, the Dean of UASOM, the Dean of CCHS, and the Assistant Dean for Medical Student Diversity and Inclusiveness accompanied the RMSP Director on field trips through the Black Belt. These fieldtrips and discussions have been followed by an exchange of consultative site visits with Meharry College of Medicine involving officials from UASOM and CCHS. And, at the advice of the AAMC, admission deans of the University of Texas-San Antonio and the University of Mississippi were invited and visited to discuss the progressive holistic admissions practices gaining momentum within medical education. The UASOM assistant deans for Admissions and Medical Student Diversity and Inclusiveness attended with these advisors, CCHS officials, and a collaborator from the College of Education.

The RMSP Director has also met with officials at Alabama A&M University, Alabama State University, Tuskegee University, UAB, and the University of South Alabama to discuss the merit of a consortium of institutions with a targeted collaborative effort toward producing health professionals for the Black Belt. These discussions continue with potential collaborators.

This strategic planning and development is taking shape around the realization that the following requirements are necessary to successfully produce health professionals who will commit to lives of service in the Black Belt:
- Target local students of the Black Belt,
- Utilize progressive, holistic admission practices,
- Provide a transitional bridging educational component,
- Provide a nurturing context and pedagogy,
- Afford the students ample support services, and
- Create opportunities to diverge to alternative health professional programs.

The RMSP and collaborators in this planning are continuing to secure the advice of individuals associated with best practices around the nation in order to add to our growing concept of what will be required for a successful program, how to structure the program, and its staged development.

Dr. Foster serves as the Director of Project UNITED, a Community Based Participatory Research project aimed at decreasing obesity in the Alabama Black Belt. Eleven community advocates from the Black Belt Community Foundation were selected to be Community Scholars in the project. They represent African-American leaders from seven counties in the Black Belt (Greene, Sumter, Macon, Marengo, Choctaw, Pickens, and Wilcox). They participated in a year-long training aimed at increasing their knowledge and skills in basic research and provide community and cultural expertise in collaboration working with academic researchers in order to develop a proposal for competitive internal funding. As a result of project, three proposals were submitted with the assistance of five of the Community Scholars. Many of the scholars also attended the Annual Rural Health Conference.

The Rural Medical Scholars Program (RMSP) has been cited nationally as a model program for educating rural physicians and is a five-year medical education program leading to the M.D. degree. It is open exclusively to rural Alabama students. The College’s telemedicine efforts began in 2007 when it partnered with the Alabama Department of Mental Health, the West Alabama Mental Health Center in Demopolis and others on a $1.2 million grant awarded by the Bristol-Meyers Squibb Foundation with the goal of improving mental health care in the state’s rural and impoverished Black Belt region. With the grant, the College provides telepsychiatry in five rural West Alabama counties: Choctaw, Green, Hale, Marengo and Sumter.

The Pediatric Department continues their relationship with the UA School of Nursing to provide collaborating physicians for its Parrish Clinical training center, a primarily minority underserved population.

Dr. Chelley Alexander continues the role of Medical Director for the State's first pilot program designed around the medical home model for the Medicaid program partnering with the Tuscaloosa Health Department and the Maude Whatley Clinic, a federally qualified health clinic to improve care in the underserved areas of West Alabama. This pilot is the first of three in the state. Dr. Alexander continues to work with an outreach program in Perry County, Alabama to reach undergraduate students working with the Perry County Health Department.
Dr. Pamela Payne-Foster and Ms. Cynthia Moore serve as advisors to the Minority Association of Pre-Medical Students (MAPS) which is the pre-medical arm of the Student National Medical Association. Dr. Foster also served as an advisor of a student organization which conducts diabetes education to four targeted Black Belt counties. Drs. Jen Clem and Pamela Payne-Foster are assisting undergraduate and graduate students in their endeavors to start a student run community health project. The West End Health Project will target adults in an underserved minority community in Tuscaloosa around three illnesses: diabetes, hypertension and obesity.

e. **College of Continuing Studies**

The College of Continuing Studies provided or facilitated the following courses/programs during the past year that addressed diversity or diversity-related topics:

- The Successful Aging Across the Lifespan Conference addressed issues faced by older adults and their families and communities as they plan for a long an healthy life.

- The Management Certificate Program for Supervisors, included a three-hour session entitled “Understanding People” (learning the essentials of human relations; assessing yourself and your interpersonal style; and identifying what supervisors should know about their people: supervisors, peers, subordinates).

- The DHR Supervisors Conferences trained supervisors in the state who work in child welfare to teach best practices in the implementation of the State Program Improvement Plan (PIP). The keynote address was “The Secret Life of Bees: Lessons in Leadership.” The topic illustrated how true leadership is color blind and how diversity strengthens the workforce. The Human Resource Management Conference included a general session revealing the science of ‘game’ to create engagement and focus on people more than things.”

- CCS manages a number of certification and training programs for the benefit of Alabama municipalities. One feature offered through these programs is the Burton Scholarship; this is focused on scholarships for under-served municipalities across the state that represent the economically challenged portions of the state.

- The Division of Environmental and Industrial Programs offered the following programs/courses this past academic year:
  - Safe State offers free, onsite safety and health consultations to employers, with particular focus on construction trades and other industries with strong linkages to the Hispanic communities in Alabama. Spanish language translations of important safety and health programs are also provided free to employers via the UA SafeState webpage.
The OSHA Training Institute-Education Center conducts OSHA-approved courses to certify outreach trainers in construction and general industry topics. Some of these trainers then teach the classes in Spanish in the areas they serve; e.g., Florida.

Through a Susan Harwood grant from OSHA, Safe State provided free training in Injury and Illness Prevention. This program has been translated into Spanish and is available to teach Hispanic workers about injury prevention programs.

UA Safe State Environmental programs provided inspections and risk assessments for lead-based paint and other indoor air quality hazards in low-income homes, upon request. In addition, Environmental Programs assisted a Mobile-area grassroots housing program in obtaining certification to perform certified lead-based paint renovations in low-income housing in Mobile County.

UA Safe State Environmental Programs continues to partner with the Alabama Department of Public Health to manage a statewide program for EPA’s new Lead-Based Paint Renovation, Repair, and Paint rule. This rule is intended to protect children under age six from the risk of exposure to lead paint during renovation activities in older homes and child-occupied facilities, such as day care centers. Minority children are considered to be a high-risk group for exposure to lead dust and will benefit from this program. Activities include training and certifying individuals and companies, many of which are small, minority-owned, to perform lead-safe renovations in child-occupied homes, daycares, and other facilities.

f. **College of Education**

The College of Education includes curricular experiences and sponsors the following initiatives, organizations, activities, and events to enhance awareness and appreciation of diversity, to promote community and respect, and to prepare students for the global society in which they will teach, live, and work:

- The College of Education has been at the forefront of the yearlong celebratory activities dedicated to honoring the desegregation of The University of Alabama. Events sponsored by the COE include a lecture given by an African-American scholar, Joyce King, on the topic of diversity and giftedness; a co-sponsored event with New College that featured the first broadcast of the 2005 Memoirs Program featuring local figures who helped integrate the University and Tuscaloosa community; a co-sponsored trip with Crossroads Community Center to attend the Kinsey African-American Art Exhibit in Selma, Alabama; and a sponsored a trip to the Selma Jubilee Bridge Re-enactment that included a private showing of a documentary on the Bloody Sunday March produced by the National Parks Service. Members of the College facilitated the Champions for Change event with high school students from across the state. The College also co-sponsored a dedication ceremony to the work of Archie Wade, who was the first African-American scholar on faculty at The University of Alabama.
• The College houses the Alabama Adapted Athletics program, which includes a women’s basketball team, a men’s basketball team, a rowing team, and a tennis team. Seven UA athletes participated in 2012 Paralympic Games in London in wheelchair basketball and wheelchair tennis. The men’s wheelchair basketball team won its first National Championship for 2013.

• The College is also the home of the CrossingPoints program that teaches young adults with disabilities about adult life skills. This partnership with the Tuscaloosa City and County school systems provides transition services to students as they move from high school to adulthood. The successes of CrossingPoints participants are shared with a multitude of UA students via practicum and volunteer experiences, which engage both student populations with one another. In the process, volunteer students have gained a greater appreciation for the presence of persons coping with intellectual impairments.

• The College is also involved with Special Olympics College UA (SOC College UA), which is a student body initiative that provides unified sports events that require teams to include equal members of typical UA student body with a balance of young adults dealing with some form of intellectual impairment. The fall 2013 LSU flag football game was sponsored by ESPN and was intended to be made into a documentary.

• In the Department of Curriculum and Instruction, issues of diversity are integrated into every course and field placement. For Elementary Education majors, all methods courses integrate diversity issues within the curriculum. All teacher candidates are expected to think about diversity, about their own biases and about issues of social justice in the community, society, nation, and world. In Secondary Curriculum, Teaching, and Learning, issues of diversity are introduced to students in a separate Diversity course (CSE 493), but they address diversity throughout the program. For example, in the Fall Methods Block, students work in CRD 412/512 on literacy lesson plans that respect the funds of knowledge that secondary students bring with them to the classroom. Additionally, faculty voted to begin assessing the disposition of advocacy for diversity in the fall 2013 semester at three key checkpoints: CSE 390, CSE 469/479/489, and CSE 497. Furthermore, Dr. Latrise Johnson began teaching her methods classes in her professional development classroom at Central High School, a high poverty school serving nearly 100% African American children. Our UA students get to interact with this group of students for many more hours per semester than was possible in the past. Dr. Sherry Nichols (K-12 Science Education) is collaborating with Ms. Wendy Bramlett at the Tuscaloosa Magnet Middle School to host a Citizen Science Backpack Journalism Club. The club promotes students taking interest in doing science through use of Citizen Science projects to spark their interests. As Backpack Journalists, the students are encouraged to share their science interest using both formal and informal reporting strategies to do so. While engaging in their Citizen Science explorations, students also engage friends and family at home to enjoy “sciencing” with them.
The College actively pursues degree programs in coordination with schools that enroll large numbers of minorities. For instance, the master’s degree in Educational Leadership has begun recruitment in the City and County of Tuscaloosa school systems, systems with large percentages of African-American teachers; meetings this spring on location in both systems resulted in several African-American applicants. The College also uses the McNair Scholar directory for recruitment. Similarly, students in the Multiple Abilities Program [MAP] cohort participated in learning experiences with diverse students in Alabama’s Black Belt Region. The MAP faculty partnered with the administrators of a local elementary school to provide instruction and tutoring services to K-12 students on a consistent basis for a predetermined amount of time.

Under the coordination of Dr. McHargh, Director of the Office of Recruitment and Alternative Certification, the Office of Student Services and Certification has been active in engaging in programs and activities that promote diversity activities. These include:

a) The sponsorship of Future Teacher’s Day, which is used as a way to recruit students affiliated with High School Future Teachers Associations in Alabama. Many of the participating schools come from high minority or rural school districts. The event provides many of the students with their first exposure to the UA campus. The program’s information sessions cover the admission process, financial aid, COE majors and student life. There were over 150 high school students and 8 chaperones at the event this year. COE faculty, staff and students were also in attendance during the noon luncheon.

b) The support of the Teacher Cadet Program is designed to provide entering freshmen with an opportunity to volunteer in a local educational setting under the guidance of an experienced and certified classroom teacher. Seventeen students were assigned to Central Elementary and eight were assigned to Westlawn Middle School. Cadets performed over 500 hours of volunteer service at the schools and gained valuable experience in their intended field of study. Both schools are over ninety-seven percent Black and have a history of not making Annual Yearly Progress goals. The Cadet Program links UA students with the community in meaningful and important ways.

c) Involvement with Career Day, sponsored by the English Language Institute, results in widening the construct of diversity by featuring talks with international scholars about the programs and activities in the College.

d) Dr. McHargh is involved with a variety of committees dedicated to minority causes at the University and in the community: Opening of School-Tuscaloosa Public Schools; UA scholarship committees; the COE, College Continuing Studies and the Black Faculty & Staff Association; and the UA Office of Admission’s African American Advisory Board. Dr. McHargh works with the 100 Black Men of West Alabama to encourage and advise high achieving minority students. He has also instructed a monthly enrichment class for students at Woodland Forrest Elementary School, a
The College has been active in offering diversity discourse opportunities to the university community. These include:

a) The annual Julie Liable Memorial Lecture is a celebration of the short life of Julie Liable and is dedicated to anti-racist scholarship, education, and social justice.

b) The sponsorship of the James P. Curtis Lecture for Educational Excellence. The 2013 speaker was an African-American scholar whose topic was on the issue of diversity and giftedness.

c) The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) typically provides a speaker each year to talk about research in the context of social and cultural diversity. This year’s lecture presented by Dr. Jerry Rosiek focused on the issue of resegregation, “Why are they doing this to us? Resegregation as Curriculum.”

d) The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) invited speakers from various campus units, including Disability Services, Women’s Resource Center (violence against women and Safe Harbor), and UA Safe Zone (Sexual Orientation) to classes and departmental events. In the Department of Curriculum and Instruction (C&I), an Elementary Practitioners Advisory Board was established to find ways to attend to program needs, which includes addressing issues of diversity. The Board is comprised of representatives from elementary schools who support UA teacher candidates in their practicum and internship semesters. The teachers and administrators and faculty members on the Board designed a Classroom Management course, which spans three semesters of work and highlights three areas of focus: diversity, differentiation, and management. Several assignments and experiences in the course help teacher candidates grasp how diversity influences teaching and learning. Spring 2013 saw the first implementation of all three segments of the course simultaneously, one in each semester of the Elementary Education Program.

g. **College of Engineering**

Cognizant of the need to ensure, for ABET accreditation and other purposes, that UA graduates are prepared to function in a global society, the College of Engineering sponsors several academic and cultural initiatives that enhance Engineering students’ awareness and appreciation of cultural and individual diversity. Some of these include:

- **Sponsorship of Engineering Students Without Borders (ESWB-UA)**, a student chapter of the professional organization Engineers Without Borders. The group exists to
provide solutions to problems in developing communities both locally and internationally. Solutions are obtained by partnering with these communities and finding out what needs they have and using innovative engineering design and implementation to obtain environmentally sustainable, equitable, and economical final products. On campus, ESWB-UA is a diverse group of students that spans all disciplines of engineering offered at UA as well as students from other majors. Through partnerships with other on-campus organizations, such as Freshman Forum, Center for Ethics & Social Responsibility, and the Center for Community-Based Partnerships, the College is developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning and has blended service-learning and engaged scholarship. Engineers Without Borders restored an old baseball field for children in the rural Alabama community of Cuba; significantly improved residential plumbing in several homes and restored an old baseball field for use in Hale County, Alabama; and traveled to Vietnam and Cambodia to test residential water sources.

- **Membership in the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM),** which for over 24 years has worked to increase the number of underrepresented minority students pursuing graduate degrees in engineering and science. Through the GEM M.S. Engineering Fellowship Program, underrepresented students have the opportunity to obtain a master’s or Ph.D. through a program of paid summer internship and financial assistance during the academic year. Since UA’s membership in 1987, 12 students have received GEM Engineering Fellowships and ten have received graduate degrees in engineering from UA. One additional GEM fellow started in Fall 2012 as a Ph.D. Computer Science major. Currently, two GEM fellows are enrolled at UA, both Ph.D. students. Dr. Greg Singleton, an African-American male, serves as the UA GEM representative and was appointed to the GEM Audit Committee in October 2011.

- **Using Engineering Graduate Students to Expand Science and Math in Sumter County Schools:** In 2008-09, the College received a $2.98 million grant from the National Science Foundation Division of Graduate Education to establish a new five-year program for two high schools and four middle schools in Sumter County. The goal of the program was to incorporate engineering applications into the existing science and math courses at these schools by creating materials and resources for students under the direction of ten UA graduate fellows. This program ran through 2012-2013 and provided additional resources for the newly-created Alabama engineering academies. The grant runs through 2012-13.

- Funding was provided to the **Director of Multicultural Engineering Program** to attend eight conferences related to multicultural engineering in 2013-14.

- Fall 2013 the UA College of Engineering hosted an Alabama State-Wide GEM Grad Lab. Approximately 85 students from across Alabama participated to provide students general information on how to apply to graduate school. Several of the UA College of Engineering also participated on a faculty panel (Drs. Mark Weaver, Marcus
Ashford, and Viola Acoff). Dr. David Franko, UA Graduate School Dean also participated. Universities represented included UA, UAB, Auburn University, Tuskegee University, and Mississippi State University.

h. Graduate School

The Graduate School continued to grow and develop our graduate student support services based on the seed grant from the Council of Graduate Schools/Petersons to the extent that in 2013-2014 several programs were merged together under the direct responsibility of a new Director of Graduate Faculty & Student Services. The original primary programs – Tide Together mentoring program, and Graduate Parent Support program – had successfully enhanced the campus climate for graduate students and their dependent children and these were augmented and complimented by new programs such as the Graduate Ambassadors, Sitters for Service, and the “Three Minute Thesis” award. This function also worked on developing new Graduate Student Orientation programs through the year as well as introducing a highly successful Writer’s Retreat aimed at providing focused support for students who wished to develop their creative writing skills. The total funds allocated directly by the Graduate School amounted to over $168,000 and supported the salary for the new director, scholarships for two graduate assistants and events, activities, and services for graduate students. In 2013-14, 39 students (36% African American), 39 peer mentors, and 38 faculty mentors participated in the Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 136 students. The Graduate Parent Support program (GPS) served over 550 student parents this year. Both programs have gained national recognition, resulting in several national presentations at the Council of Graduate Schools annual meetings. In March 2014, the GPS program won the American Council on Education’s 2014 Inclusive Excellence Group State Network Leadership Award for the Advancement of Women in Science, which was presented in San Diego, CA. The GPS program was also lauded in a May 2014 cover story in the American Association of Colleges & Universities News.

To publicly emphasize a commitment to diversity, the Dean and other Graduate School administrators actively participated in meetings of the African-American Graduate Student Association (AAGSA). One representative from the AAGSA served on the Last Lecture Selection Committee and the AAGSA President is a student member of Graduate Council. Representatives from the Graduate School have delivered workshops for the AAGSA constituents on strategies for getting into graduate school and acquiring a first job.

The Graduate School worked with UA students and the SREB to form a UA-SREB student chapter and in Spring 2014 co-hosted a sixth annual SREB Spring Appreciation picnic in the Shelby Hall courtyard, bringing together current and prospective SREB Doctoral Fellows, faculty, and key administrators from the Alabama SREB Program office in Montgomery.
OGS offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA.

i. Honors College

The Honors College encourages an inclusive campus environment that enhances appreciation of cultural diversity and promotes community and tolerance through speakers and its academic programs. The Honors College Assembly implemented an event called “Diverse Desserts” in which students explore the dimensions of diversity and cultural similarities through a variety of social activities throughout the year. The Honors College weekly newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details for academic, research and service opportunities available through various programs around the globe.

From the academic program perspective, Honors College students founded new programs and faithfully supported existing programs with an emphasis on serving the underprivileged members of the community. The University Honors Program (UHP) service-learning courses involve tutoring work with at-risk, disadvantaged elementary school students, which includes a large representation of members of minority groups. Honors College students provided significant support to afterschool mentoring programs and the SaveFirst, Focus First and College First initiative specifically targeting low-income families. Other examples of Honors College student community service leadership include:

- **Math Monday, Every Move Counts Chess Club, High Achievers** program, and the **ACT Prep** courses work to provide advanced instruction to high-potential minority students as identified by teachers in several partnering elementary, middle and high schools in the Jefferson, Madison, Perry and Tuscaloosa county school systems.
- **College Readiness** and **ACT Prep** programs led by Honors College students provide college preparatory instruction for minority students to facilitate goal-setting, effective study habits and advanced test-taking skill development.
- The **Honors College Assembly (HCA)**, through which students contribute considerable time and effort to assisting community members through its Community Service/Outreach division by offering programs such as Healthy Habits, Beautiful You and the Cultural Arts as extra-curricular activities for students attending several after-school programs.
- The **Head Start** program for rural minority children; **Read First** tutoring initiative; **ACT/SAT tutoring** courses; and the **DebateFirst** program.

Diversity issues are addressed in many, if not most, of the other UH courses. For example,
• All students in the International Honors Program: a) take Culture and Human Experience, which is specifically designed to sensitize students to the differences in various foreign cultures; b) work as conversation partners with international students; c) have upper-level courses that contain cross-cultural international components, and d) spend a minimum of ten weeks studying abroad. The Honors College also expanded its international service course offerings through the Alabama Action Abroad program to include cultural immersion and service activities in Belize, Costa Rica, Ecuador and Nicaragua. Honors College also offers Honor courses in England, France, Iceland, Italy, Ireland, New Zealand, Scotland and Spain. In addition, the Honors College partners with the Capstone International Academic Center and other colleges to provide students with opportunities to study, conduct research, engage in service and build work experience through courses and internships abroad. On campus, the Honors College Assembly sponsors a “First Friends” program for international students in which Honors College students serve as conversation and social acclamation partners with international students.

• The University Honors Program is proud to offer courses in African culture, Asian and Latin American culture, Cross-Cultural Studies in Literature, Southern Culture and Values, and the Hispanic experience in America as well as courses addressing responsible citizenship and social justice.

• The Computer-Based Honors Program students conduct research projects under the guidance of faculty mentors and address issues such as ACT/SAT test preparation for minority students, minority rural health issues and effective corporate communication strategies for cross-cultural consumer groups.

• The University Fellows Experience students partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community building and economic development to healthcare quality improvement to educational preparation and performance enhancement. The University Fellows Experience also launched a deliberative dialog discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups.

• 57 Miles was established and focuses on getting Honors College students involved in assisting with economic, social, and educational issues in Perry County. This new program is an extension of the University Fellows’ work over the past four years through the Black Belt Experience.

j. College of Human Environmental Sciences (HES)

All degree programs in HES include diversity in parts of the required coursework. Some examples include the following:
• The Athletic Training Program, as part of its yearly orientation program for incoming students hosts, “A Dialogue on Diversity.” Also, as part of the Athletic Training undergraduate program, at mid-semester and end of semester each student is evaluated on “Acceptance of Cultural Diversity.”

• The Department of Health Science developed a new course entitled “Health Disparities.” This course is required of all of undergraduate General Health Studies majors. This course addresses social determinants related to health behaviors and status of various populations within and outside of the United States and was offered for the first time in the Fall 2013 semester.

• As part of the distance MA program the Department of Health Science offers “Diversity in Health Promotion Planning” as an elective course.

• The Department of Health Science is planning to develop an elective graduate course offered on campus addressing health equity and diversity. The course will be open to master’s and doctoral students. The tentative date for offering this course is the Fall 2015 semester.

• In all of the professional courses in Health Studies, at both the undergraduate and master’s levels, emphasis is placed on the importance of understanding culture in all health education and promotion programs. This emphasis includes skills related to the meaningful engagement of stakeholders who represent the various cultures within the community. Students develop skills in involving these stakeholders in program planning, implementation and evaluation.

• During the Fall 2014 semester, several Department of Health Science faculty members held class discussions focusing on the issue of racial segregation within UA sororities and the implications of segregation for public health.

• On July 1, 2014, Dr. David Birch, Chair, Department of Health Science, accompanied eight PhD graduate assistants to a 90-minute meeting in Atlanta with Dr. Ana Pennman-Aquilar, Associate Director of Science, CDC Office of Minority Health and Health Equity.

• Marriage and Family Therapy (MFT) curriculum has diversity issues as a key component. The Capstone Family Therapy Clinic (CFTC) mental health services are offered on a sliding fee scale with a stipulation of “no refusal of service” due to inability to pay. Also, the Marriage and Family Therapy faculty participate in the Health Marriage Initiative which promotes healthy marriages among African Americans. The director of the MFT program has developed a partnership with University Medical Center where patients (often minorities) in family practice, psychiatry, OB/GYN and pediatrics are referred to the Capstone Family Therapy Clinic for mental health counseling. The student director of the CFTC this year is African American.
A faculty member in *Human Development and Family Studies* worked with an undergraduate minority student to present research findings in a manuscript for publication while another worked with a graduate student to study synchronous interactions and play skills in low income mother-child dyads.

Its *Children's Program* is accredited by the National Association for the Education of Young Children (NAEYC), which requires that teaching staff have specialized course work, professional development training, or both “that prepares them to work with children and families of diverse races, cultures, and languages” and that efforts be made to hire a staff with the cultural and racial characteristics of the families served. The NAEYC criteria regarding curriculum requires teachers to work with the children to understand differences in race, culture, etc. among their friends.

Student internship placements include diverse groups, such as special needs children (Early Intervention Program with Community Services Program of West Alabama and The Alabama Institute for Deaf and Blind), domestic violence victims (Turning Point and Child Abuse Prevention Services), homeless children and families (Jessie’s Place), women subjected to sexual assault and other issues (Women’s Resource Center), low income families and children (Tuscaloosa’s One Place family resource center), high-risk parents (BabyTalk, WIC Clinic, Maude Whatley Clinic), the elderly (Caring Days and Capstone Village in Tuscaloosa, and the Center for Advocacy for the Rights and Interests of the Elderly in Pennsylvania), sliding scale counseling programs (Capstone Family Therapy Clinic), programs dealing with addictive behavior (Christian Counseling Center), and programs designed to address research-based treatment philosophies in the field of diverse children’s mental and behavioral health (Youth Villages). Similarly, interns work with the Endowed Research Chair’s research team studying poverty level adolescents in Mobile, and students in the child life concentration work at numerous hospitals with patients of different ethnicities and races who present unique medical conditions.

Some research studies conducted in the Pediatric Development Laboratory focused on diversity.

As part of the Community Nutrition course, students learn about issues impacting the culturally diverse population of our community. Students learn how Federal Assistance Programs impact our society. As a service learning component of the course, students conduct nutrition education with Head Start students through a partnership with local Head Start agency.

The Human Nutrition and Hospitality Management Department supports many local efforts that support diversity. We are working with Head Start to provide Nutrition Education for the participating students.

This year students enrolled in the Coordinated Program for Dietetics performed service learning experiences with local agencies that provide support and nutrition education to low-income, ethnically diverse populations in the Tuscaloosa and Northport areas.
In CTD 321 History of Interiors, we have added Africa as a starting point for our study as well as China, India, and Japan. This effort to embrace all cultures as important to a study of design helps our multicultural students feel included. Reflexive writing assignments have even demonstrated that this one thing introduced some students to the importance of ethnic influence on design; a point of pride as well educational development.

In CTD 450 multicultural students are encouraged to explore their ethnicity in the development of their fashion design choices for their senior collections. This creates an opportunity for expression both among their peer group and the public in the annual fashion show.

Clothing, Textiles, and Interior Design shows initiative to further the University’s educational mission as it impacts diversity through a number of ways. Our graduate program in Clothing and Textiles is receptive to, and engaged with, students from other countries and cultures. Conditional enrollment is used to provide students with a supervised start in their graduate work so that they will have a better chance of succeeding. Presently we have a graduate student from Iran who has cleared many barriers from language to finances. This year her garments were accepted for Birmingham Fashion Week and she has presented research at two conferences during her program here. We have supported her through matching funds from the grad school for travel and faculty collaboration for the collection she produced for BFW.

In both sewing labs and interior design studios, we reach out to individuals through opportunities for pursuing design that reflects other countries and cultures. A student from Saudi Arabia designed a child care facility in the Fall 2014 semester that reflected the mores and attitudes of her country toward small children. Faculty are acutely aware that, while providing a creative opportunity for the student, this also impacted the whole studio with different perspectives and new experiences which contribute to the experience of understanding and appreciating diversity here at UA. Projects are developed and competitions selected with global society in mind. A team of interior design students won second place in an international competition called Design 4 Disaster this year acknowledging that the whole world faces disaster issues, which transcend country and culture.

Diversity issues are components of multiple courses in the department beginning in CSM 201 Individual and Family Resource Management and continuing throughout both the Consumer Affairs and Financial Planning programs. At the graduate level, diversity is a part of specializations in Interactive Technology, Sport Management and in the certificate in Conflict Resolution.

HD 382, Parent and Family Development, and HD 535, Parent-Child Relationships, require students to complete research readings devoted to the topic of ethnic variations in parenting. The students study the influences of race, ethnicity and culture on parenting from an intra-cultural and cross-cultural perspective. Also, the undergraduate students participate in tutoring programs for at-risk students in the local
school system. Most of the children who participate are from minority families who also experience economic hardship.

- One of the department’s minors, Addiction and Recovery Studies, addressed individual, family and societal issues related to a wide array of addictions. In only two years, the program grew to include over 100 students from diverse backgrounds. In HD 350, Treatment of Addictive Disorders, students composed small groups, and each student group created a “Diversity Tip” for the class. This Diversity Tip involved research on an area of diversity in substance abuse treatment. Specifically, the students looked for information on “special populations” such as women, men, adolescents, African Americans, Tribal communities, patients with co-occurring mental illness, patients involved in the criminal justice system, etc. and presented information about tailoring treatment to meet the needs of this particular special population. They presented to the class orally, and they provided a handout with facts, figures, and references/resources.

- In introductory development courses (HD 202, Infant Development; HD 205, Preschool Development; HD 302, Adolescent Development) and in the introductory family course (HD 382, Parent and Family Development), emphasis is given to methods for studying the impact of culture on child development; cultural values and practices that shape family interactions (the African-American extended family, for example); and cultural differences in child and adolescent behaviors. Also, HD 101, which reached over 2,000 students this year, addressed the impact on development of racial, ethnic and cultural orientation. As another example, the textbook for HD 202 had excellent sections in most every chapter dedicated to diversity, such as social issues (e.g., education of girls worldwide); comparisons of how mothers of different cultures carry their infants (e.g., mothers in northern Kenya carry their baby about all day providing close physical contact and the impact this may have on attachment and bonding); different experiences infants receive that impact physical development (e.g., in Jamaica, mothers exercise their infants’ limbs, which results in earlier mastery of walking); methods for studying culture (e.g., ethonography); cultural influences (e.g., immigrant parents’ view of education; the many benefits of living in extended families); cultural differences in infant sleep arrangements, etc.

- In HD 321, Conceptual and Creative Experiences for Young Children I, emphasis is given to the importance of including multicultural curriculum experiences for young children in the areas of music, dramatic play, and art. HD 322, Conceptual and Creative Experiences for Young Children II, focuses on diversity in teaching literature and language arts.

- HD 401, Cultural Influences on Children, Youth and Families, is taught online to provide students with a clear understanding of race and ethnicity in the political, social and historical contexts.

- In HD 426, The Hospitalized Child, cultural diversity was discussed throughout the semester. Emphasis was given to how a medical experience can be different for people from different cultures and how Child Life services are modified to accommodate
different cultures. Students completed assignments and discussions to help them reflect on the importance of considering one’s culture when providing family-centered care.

Faculty in HES also conducted research and presented on topics involving diversity. For example, three faculty members from the Department of Human Development and Family Studies presented at the Society for Research in Child Development annual conference, where diversity was included as part of the conference content. Dr. Brian Gordon, Assistant Professor in the Department of Health Science, attended an annual conference on health equity sponsored by New York University in April 2014. The conference focused on how universities can address health disparities through teaching, research and community engagement.

k. School of Law

The Dean of the Law School and his staff promote and communicate the Law School’s commitment to diversity throughout the academic year’s programming for students, faculty, and staff. Students are exposed to issues of inclusiveness and promotion of community and tolerance through a variety of diversity-related courses identified in the University-wide Guide to Courses with Diversity and Multicultural Content. Examples include courses on civil rights legislation, employment discrimination, gender discrimination, immigration law, international law, poverty law, race, racism and the law, public interest lawyering, juvenile justice, and criminal justice issues.

The Law School continues to encourage the exploration of issues concerning race, class, culture, gender, sexual orientation, and disabilities. Several faculty members write and/or teach in these areas. The curriculum routinely offers courses, seminars, and mini-courses considering these issues. The faculty colloquium series often features relevant presentations in these areas. Over the past year, the faculty colloquium series included Professor Michele Goodwin of the University of Minnesota School of Law, who presented a paper on fetal protection laws. Perhaps most noteworthy, Justice Elena Kagan of the United States Supreme Court delivered this year’s Albritton Lecture.

A diverse group of scholars have come to the law school over the last year to present their work at symposia and endowed lectures. The Meador Lecture series, for example, featured presentations by Professor Martha Albertson Fineman of Emory Law School and Professor Reva Siegel of Yale Law School. The Alabama Law Review’s symposium on the famous New York Times v. Sullivan case included presentations by Professor Sonja West of the University of Georgia School of Law and Professor RonNell Anderson Jones of Brigham Young University Law School. Finally, the Alabama Civil Rights & Civil Liberties Law Review’s symposium commemorating the 50th Anniversary of Title VII saw presentations by Professor Trina Jones of Duke Law School, Professor Dorothy Brown of Emory Law School, and Professor Jasmine Rose Gonzales of the University of Pittsburgh School of Law.
The Law School not only hosts diverse scholars from across the nation and world, but also supports the research efforts of its professors and their colleagues as they explore the law and the legal system in terms of race, gender, and class. Such scholarly works have been supported by the Dean’s office through research grants and recognized through the Dean’s Scholars program, which honors and rewards outstanding research by faculty.

1. **Capstone College of Nursing (CCN)**

Nursing courses continue to include content that enhances awareness and appreciation of cultural and individual diversity. This content is of critical importance for CCN graduates to be competent in providing care to diverse populations.

This year the College engaged in the process of “appreciative inquiry” and utilized the consultation of an expert in the field. The intent was to use this process to make the college environment consistently respectful and inclusive. All faculty, staff, and administrators participated in the process through conducting interviews and being interviewed and then reviewing the themes that came out of the process. There were four phases in the process:

- Mobilizing the College by engaging all stakeholders in the articulation of strengths and best practices.
- Creating a clear results-oriented vision in relation to discovered potential.
- Creating possibility propositions of the ideal organization and magnifying the positive core.

m. **School of Social Work**

The School of Social Work celebrates African-American Heritage Month with events throughout February, with a special emphasis on African-American heritage and a Heritage Day Celebration. In 2012, this event was named The Doctor Ethel Hall African-American Heritage Celebration Event, in honor of the first female African American to earn a PhD from the school. In 2013-2014, Constance Iona Slaughter-Harvey, Founder and President of the Legacy Education and Community Empowerment Foundation in Mississippi, and Theresa Burroughs, Founder of the Safe House Black History Museum in Greensboro, Alabama, were invited to speak. The topic was “Sisters and the Movement: The Role of Women in Civil Rights Then and Now.”

Social Work faculty review syllabi to ensure that diversity is stressed throughout the curricula. In addition, Social Work students complete their field education in different settings providing experiences with diverse ethnic, racial, and gender staff and clients. Other service learning activities are included in several classes.
Although school policy charges all members of our School of Social Work community with respecting all persons, understanding diversity and difference, and behaving accordingly, one administrator has been designated with responsibilities in diversity issues; a faculty member as a mental health liaison; a standing faculty, staff, and student committee charged with promoting diversity; and a student organization devoted to diversity. These specific designations help to ensure that the necessary work is carried out to continuously implement the School’s efforts in the area of diversity and they also ensure that its efforts are visible, that the School cares enough about this issue to have created these roles.

Student organizations (The Undergraduate Social Work; The Social Work Association for Cultural Awareness; the Phi Alpha Honor Society, Psi Chapter; our student chapter of the North American Association for Christians in Social Work; and the Doctoral Student Organization) conducted several service projects. Each project provided service to diverse groups. Social Work students remain active in the student chapter of Alabama Arise, formed two years ago by one of our MSW students. This group has provided campus-wide information about the Alabama grocery tax, the US immigration policy, and the Alabama immigration policy. In addition, they participated in the Alabama Arise lobby day.

*The Diversity Committee*, composed of faculty, staff, and students appointed by the dean, is charged to advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status. The committee promotes an appreciation for and understanding of diversity and affirms the value of and incorporating diversity into all aspects of the educational experience. This committee is responsible for coordinating events for African-American Heritage Month and the *Ethel Hall African-American Heritage Day Celebration*. Diversity Committee members have also been active with the UA Crossroads Network. The assistant dean is the contact person for diversity issues, including but not limited to those related to equal employment opportunity and disabilities. A senior faculty member is the contact person for harassment issues and a faculty member serves as the mental health liaison.

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**n. University Libraries**

The Libraries participated in Black Heritage Month by developing and presenting for patron use a quiz on famous African-American Alabamians, which is updated annually to reflect African Americans from Alabama who have contributed on the national or international stage. There were also supportive exhibits on diverse cultural topics including the following:

- The Reverend James McClung Sieg Journal from Belgian Congo is part of the A.S. Williams Collection of Americana housed in Gorgas Library. This manuscript journal was created when Reverend James McClung Sieg was serving as a missionary for the American Presbyterian Congo Mission in the Belgium Congo in 1907-1908.
Frequently mentioned in the journal is Stillman College graduate Rev. William Henry Sheppard. Rev. Sheppard (1865-1927) was one of the earliest African Americans to become a missionary for the Presbyterian Church. Today’s Central Alabama presbytery, encompassing Tuscaloosa and Birmingham, bears the name of Presbytery of Sheppards and Lapsley.

- The Rev. Wylheme Ragland, a retired Methodist minister from Decatur, has made several major donations to the University Libraries. The first donation contained more than 400 + cookbooks originally collected and used by his mother Viola Pearson Ragland. The collection is strong in Afro-American food-ways and was given in memory of his mother. Also included were more than 500 funeral programs of African Americans from the mid-20th century, concentrated in North Alabama, documenting the lives of families whose names would never have appeared in newspapers. The second significant includes African-American photographic portraits of men in uniform, mostly from WWI. There is a collection of 200+ WWII letters written by an 82nd Division private to his parents in North Alabama. The third donation will be received in late summer 2014. This donation will document the Schaudies-Banks-Ragland family of Decatur, AL. This family of community leaders from the Decatur area represents the first Afro-American city council member, important educational leaders, and long term prosperous business leaders. Rev. Ragland's detailed and extensive genealogical research will be in this donation.

- The African-American experience in the South is well represented in the Collections from original art, to photography, to extensive holdings in the book and pamphlet collection. A special effort has been made to collect significant material on Tuskegee Institute, Booker T. Washington, and George Washington Carver.

- Images from 1909-1924 included in two Lincoln Normal School photograph albums from the A.S. Williams III American Collection were used to create a traveling exhibit highlighting African-American and women’s history. The albums show rare pictures from the Lincoln Normal School. This important Southern institution located in Marion, Alabama, offered general education and teacher training to African-American students in primary and secondary school for more than 100 years from 1868 to 1970. Famous alumni include

- Coretta Scott King and her sister Edythe Scott Bagley, former federal judge William Hastie, and sociologist Andrew Billingsley.

- Portraits by African American artist Harleston are showcased in the A. S. Williams Collection of Americana.

- As part of the Authors@Gorgas lecture series, Lila Quintero Weaver, a Latina author, presented her latest book, Darkroom: A memoir in Black and White.
Additionally, Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates a coffee for international students, to orient them to the UA campus annually.

0. Center for Academic Success & Student Support Services

The Center for Academic Success (CAS) fosters an atmosphere that is conducive to cross and multicultural experiences. The work and achievements of students are celebrated in award presentations and social receptions conducted at least three times each year. These events are deemed to promote a sense of community, mutual respect and camaraderie.

Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students as a part of the University's plan for academic excellence, CAS continued its partnership with Alpha Kappa Alpha (AKA) Sorority to provide study hall space to its members during the 2013-14 academic year. AKA is the first Greek-lettered sorority established and incorporated by African-American college women. National membership consist of college women of many diverse backgrounds from around the world, including, but not limited to, African American, Caucasian, Asian, Native American, Hispanic and Indian descent.

This spring staff members in CAS partnered with staff in the UA College of Community Health Sciences to provide academic support for the Rural Health Scholars Program. The Rural Health Scholars live on the UA campus during a five-week summer program prior to their senior year. Chosen based on academic achievement and interest in rural health care, these 25 outstanding high school juniors from rural areas take two courses for college credit (English and Chemistry) and participate in field trips and lectures related to rural health careers.

CAS has developed content for a 2-hour academic course, BCE 101. This course, designed for first-year students, serves as an introduction to higher education and The University of Alabama in particular. Topics covered include time management, learning styles, reading textbooks, taking notes, preparing for tests, getting along with faculty, becoming involved on campus, career planning, communication skills, money management and diversity. The textbook utilized in the course, UA Fundamentals, was authored by the Center’s Assistant Director and includes a chapter on diversity which was updated for the current 6th Edition. This chapter introduces students to the concepts of culture, diversity and social identity as they relate to college students and to the U.S. population in general. An assessment included in the chapter allows students to measure their intercultural sensitivity as they are encouraged to examine their own attitudes towards people from different backgrounds. Also included in the textbook is a chapter dealing with the history of UA with sections which tell the stories of the two integration attempts at UA including George Wallace’s famous stand in the schoolhouse door at Foster Auditorium and the protests that occurred following Autherine Lucy’s enrollment in 1955. All students
enrolled in BCE 101 attend a visual presentation on the history of the University of Alabama where they learn of these important incidents from UA’s past.

NEW 222, another academic course developed by CAS and taken by many first year students utilizes the text *Becoming a Master Student* by Dave Ellis. The current 14th edition of the textbook and course content includes a chapter and exercises that address topics of diversity such as: overcoming stereotypes, learning from other cultures, developing cultural sensitivity dealing with sexism and sexual harassment, and students with disabilities.

Students who participate in the *Student Support Services Program* are offered a variety of event and program opportunities designed to assist them in learning more about and exploring the diverse nature of campus. Several cultural events and workshops sponsored by campus groups and organizations expose students to the cultural and individual diversity of the UA community. Events during the 2013-2014 academic year included: First Generation Week sponsored by the Office of Student Involvement and Leadership, Dance Alabama! (featuring an array of genres and ethnic dance styles), SSS Incoming Scholars Seminar, Boys and Girls Club visit, *Footprints of Disaster*: April 27th tornado exhibit in Smith Hall, Paul W. Bryant Museum 100th Anniversary exhibit, Biennial Faculty Arts exhibit, Student Advisory Board Coat Drive, and workshops including Financial Aid, Healthy Living, Excelling While Staying Social and Career Choices.

**p. Center for Materials for Information Technology (MINT)**

*International REU Program.* The MINT Center currently has five international collaborative universities around the world. They are National Chung Hsing University (Taiwan), Zhejiang University (China), University of Bielefeld (Germany), Toyota Technological Institute (Japan) and Technical University of Kaiserslautern (Germany). Close collaboration with those universities are in progress not only in research but also in education as demonstrated in the SIP program.

*Summer Internship Program (SIP).* In the summer of 2012, the MINT Center sponsored the Summer Internship Program (SIP) for four international students from the above-referenced universities with which the MINT Center has the university level collaboration agreement. It was the third time that the Center hosted international students from abroad. Each of them was supervised by the MINT faculty members in the College of Engineering, and College of Arts and Sciences. The MINT Center is hosting six international students for the 2014 summer intern program.

*Nanoscience High School Internship Program.* Center faculty and staff again ran a very successful nine-week summer research program for high school students. In summer 2013 there were eight participants. Program activities were supervised by the MINT faculty members, including physics, chemistry, metallurgical and materials engineering, chemical biological engineering, electrical and computer engineering. The program included hour
long weekly background sessions on science and engineering of nano-materials, how to keep a notebook and preparing for presentation of a poster on research activities. On the final day, all the students presented their works in the poster-session.

**Science Party for Kids Program.** Dr. Yuping Bao’s group in ChBE department initiated a “Science Party for Kids” (SPK) program with an elementary school in 2011. In Fall 2012, Dr. Bao brought several magnetism related demonstrations as “adult toys” to show the pre-K kids. These shared toys include demonstration of magnetic field line, non-stop top, and floating football.

In the spring of 2014, Professor Yuping Bao’s group has done an outreach activity with Rock Quarry Elementary School. The fourth graders were learning current and voltage, so we designed an experiment of building simple electric motor using magnets with the kids.

The MINT Center continues reaching out to other regional institutions. There are several research collaborations with the Center for Advanced Materials at Tuskegee University (T-CAM). MINT Director Takao Suzuki is the Advisory Board member of the Center for Advanced Materials at Tuskegee University.

**q. Alabama Heritage**

Alabama Heritage works with the Graduate School each year to offer Alabama Heritage subscriptions to new faculty. In choosing to publish articles and Facebook posts about Alabamians of diverse backgrounds, the *Alabama Heritage* team is actively engaged in promoting UA’s commitment to diversity in its educational mission. In the past year, articles were published on the Scottsboro Boys that was the launching point for an effort by other UA employees and students to secure a pardon for the eight men who died without clearing their names. Team members traveled to Scottsboro to witness the signing of the bill by Governor Bentley that makes it legal to pardon the Scottsboro Boys. Since 2010, there has been a column that provides a quarter-by-quarter account of the civil rights movement in Alabama. Articles were published on slavery, on middle-class black family life, and the mine explosion that killed convict labor in 2012-13.

**r. Student Affairs**

The Division of Student Affairs developed its Strategic Diversity Plan to mirror the University’s plan, and consequently, a large component of its plan is to ensure that its activities and programs create and sustain an inviting, respectful and inclusive campus environment, preparing students for the global society in which they will live and work. The initiatives and programs discussed below, as well as the diversity training that is discussed in section 3 below, evidence an unwavering commitment by this division to the goals of the University’s Strategic Diversity Plan.

1. The Don and Barbara “Bobbie” Siegal Endowed Scholarship was established in 2010-2011 by advisory board members, Don and Bobbie Siegal, in honor of Dr. John L.
Blackburn and Dr. Robert E. Witt. The scholarship is designed to recognize Blackburn Institute Students and Fellows with a demonstrated interest in and a concern for the promotion of cultural understanding. Priority of consideration shall be given to students actively participating in the Blackburn Institute who demonstrate leadership and a dedication to promoting diversity.

2. *The Career Center* collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace. Resources and information on its website address unique career concerns for underrepresented populations. The Sylvester Jones Leadership & Career Resource Center (jointly maintained by the Office of Student Involvement & Leadership and the Career Center) contains many books, handouts and other materials dedicated to boosting intercultural competency. Career Center consultants work closely with student organizations to present education programs related to their unique career planning needs. During the academic year of 2013-2014, the Career Center hosted events to help achieve those goals. Among these were:

- **Sponsoring Capstone International Coffee Hour** during the fall allowed members of the Career Center Staff to connect with students, faculty, and staff who are affiliated with the University’s international community to learn more about the Career Center and the services offered.
- Served as a partner for Capstone Alliance’s Day of Silence.
- Staff in the Career Center are encouraged to attend conferences that promote the importance of diversity in the workplace such as the National Association of Black Journalists Conference and the Major League Baseball Business Diversity Summit to seek internship, employment and networking opportunities for UA students.
- **Oakhill: Success Prep Career Initiative.** Through a partnership with the Tuscaloosa City Schools, the Career Center created targeted career programming and professional development to help at-risk high school juniors and seniors prepare for professional success after graduation. Discussions on career topics such as personal interests, one-on-one career exploration meetings, how to prepare for college, knowing your skills, etc. are some of the areas covered. In the future, there are plans to have the students visit the University for a campus tour and to interact with faculty and staff.

4. *The Counseling Center* staff members worked collaboratively with other offices on programming. These initiatives included partnerships with Crossroads Community Center Program (Body Talk Coffee Chat), University Programs (Eyes Wide Open; Women’s Resource Center (Start Smart, Denim Day, Acts of Kindness); sponsorship with University Programs and Bama Cares/the Black Student Union (Showing of the Butler and discussion as part of African-American Heritage Month); Bama Cares/Black Student Union (Onyx as part of the Week of Welcome); collaboration with Title IX (WRC University Program Hot Topics, Situationships, Sexual Responsibility Week); involvement with the REACH program; sponsorship of Lavender Graduation; and trans student support group.

5. *The Office of Graduate Student Services (GSS).* The Office of Graduate Student Services embraces fully the commitment to diversity in a variety of ways. It is realized
that diversity is not just about black and white, but extends into cultural, economic, academic, and ethnic differences.

Through New Graduate Student Orientation, the commitment to diversity is addressed by providing opportunities for students to interact with graduate students from various backgrounds. This commitment is also addressed by seeking to offer diversity in the events and programs. Cohort lunch groups for students with dependents, students interested in the LGBTQ support network, out-of-state students, and students hailing from other countries or regions were included in Orientation programming. These cohorts have proved to be successful in offering new students a connection to other peers, broadening continuing graduate students and expanding their exposure to diversity, and provided a unique connecting point for understanding differing cultures. Additions to program offerings in 2013-2014 included sessions designed to assist students coming to UA with disabilities or from HBCU institutions.

The Cultural Series is a program partnership that was adapted by the Office of Graduate Student Services and the Department of Theatre and Dance. Twice a semester, tickets are provided to campus cultural events (typically a dance or play). This has been instrumental in broadening the reach of the arts to the graduate student population. The evening begins with a reception where students discuss the intricacies of the play with the play director. As many of the plays and events address some type of complex issue, the conversations have become great cultural exploration moments and have given students an opportunity to interact with people who are not a part of their academic college or program.

GSS hosts a Graduate Student Appreciation Week each year aimed at appreciating graduate students for their accomplishments and contributions. Through this event a conscious effort was made to promote the cultural arts through theatre, dance, and departmental socialization. Examples of some of these programs include Family Movie Night, Theatre and Dance events, Speed Dating, etc. GSS also promotes diversity through an educational workshop series. Speakers discuss effective communication, relationship building, and relationship capital. These events have touched on the various barriers in communication that relate to culture and ethnicity and prepare students to be equipped for the global workforce.

GSS works with International Student Services to ensure that the international graduate student population is being reached. Regular updates and information are provided to IIS for distribution to students. A liaison program was recently created that will focus on creating connections between American graduate students and international graduate students. GSS has continued to co-sponsor events with surrounding schools between the African-American Graduate Student Associations of each respective school. This event came out of a need to create more connection among minority graduate students in the area. GSS Dissertation Bootcamp continues its partnership with the Tide Together mentoring program sponsored by the Graduate School. Tide Together seeks to provide support for underrepresented minorities, women in STEM disciplines, and first-generation
college students. This partnership has sought to provide a place for studying to mentor groups, as well as provide other graduate students with the opportunity to support effective studying and socialization among the graduate student population. Graduate Students are addressed in a variety of forums throughout the year, where diversity is espoused and expanded: New Graduate Student Orientation, The New GTA Workshop, and various departmental orientations (Social Work, Psychology, etc.). In addition, a variety of programs are hosted aimed at breaking down departmental barriers. The program, First Fridays @ Five, brings together students of all different backgrounds and puts them in contact with people that are different from them. Even in the little details of programming, steps have been taken to ensure that international students and others are taken care of in regards to dietary customs, religious observances, and family needs. Programming typically extends beyond the student and reaches to the family as well.

6. The Office of Greek Affairs. The Greek community at UA is one of the largest and most vibrant in the United States. With over 8,600 students, comprising over 29 percent of the undergraduate student body, UA is home to 63 social Greek-letter organizations. The Office of Greek Affairs continues to support our sororities and fraternities as we create and sustain an inclusive Greek community that allows students to pursue the Greek experience they want to have, and to know that there are no barriers preventing that opportunity. Working with local chapters and the national organizations, we have developed and implemented plans for the spring 2014 and fall 2014 recruitment periods that will help ensure ongoing progress. 2013-2014 initiatives included:

- The Office of Greek Affairs is partnering with University Relations to create an All-Greek publication, highlighting all four governing councils, which will be available to all incoming students.
- At the 2014 Greek Leadership Summit (GLS), chapter and council leadership participated in large group and small group sessions, both of which provided an opportunity to discuss issues of diversity.
- As part of the 2014 Greek Excellence Award criteria, the Office of Greek Affairs added a Commitment to Diversity Award, which recognizes chapter specific diversity education and programming.
- The Office of Greek Affairs is collaborating with the Community Crossroads Center to offer a Sustained Dialogue group for Greek members in fall 2014 in which students can earn course credit.
- Greek Ambassadors are trained each semester to answer question on a variety of topics. This training includes a section on answering questions about diversity, diversity initiatives, and how the Greek Community has addressed issues of diversity in the past.
- ONYX is an organizational event that takes place at the beginning of each school year. The purpose of ONYX is to expose minority students to UA minority organizations. The goal is encourage students to get involved on campus and promote the importance of student engagement. Through the collaboration of student groups like Black Student Union and NPHC, minorities are able to learn about organizations that interest them.
A Greek Preview Weekend hosted by the Alabama Panhellenic Association (APA), United Greek Council (UGC), Interfraternity Council (IFC), and National Pan-Hellenic Council (NPHC) was offered March 8, 2014, to perspective students interested in Greek life. Participants learned about the various Greek life opportunities available at UA and advantages of joining a fraternity or sorority at the Capstone.

The Alabama Panhellenic Association, in conjunction with the Office of Greek Affairs, is requesting that any sorority that participates in fall formal recruitment have a staff member or national volunteer from their inter/national headquarters on-site August 9-16, 2014, during the formal recruitment process, to ensure that the integrity of the chapter’s membership selection process is maintained.

7. **Office of First Year Experience and Parent Programs.** First Year Experience and Parent Programs has built all programs around eight critical competencies for first year students, one of which includes multicultural understanding. This is represented in the curriculum of various programs including Freshman Forum, Ignite UA, Peer Leaders, Parent Ambassadors, and Transfer student initiatives where students work with peers who are different from them, participate in conversations about mutual respect and difference and develop skills that lead to the development of global citizens. Several cultural events and opportunities are shared via social media outlets and e-newsletter (First 42 initiative saturates students and parents in campus life via social media, highlighting campus and Tuscaloosa events, student involvement opportunities, networking strategies, and tips). Dialogue on diversity is included in the curriculum of various programs and training curriculums. Students participating in Freshman Forum are challenged to complete a civic engagement project throughout their first year. They are instructed to identify the issue, educate themselves on the background and history of that issue area, and come up with potential solutions. They complete the project by actually planning and executing a project to contribute to that solution. This project is not only designed for students to volunteer their time in the community, but understand the core issue of a social justice topic they are interested in. Some civic engagement projects include the topics of children with special needs, disaster relief, hunger and homelessness, health services, literacy, poverty, veteran support, violence in k-12, and sexual harassment and domestic violence awareness. Ignite UA participants commit to a community engagement project, supporting and serving areas within the university community. Some examples of these projects include, but are not limited to: Community Service Center – Ignite UA participants assisted with the Night on the Quad event that helps to raise awareness to homelessness; The Women’s Resource Center – Ignite UA participants helped with HERstory events which celebrate Women’s History month; and The Counseling Center – Ignite UA participants assisted in the planning and executions of Stress Free Daze which is a free event for anyone in the UA community to come and relieve stress through free food, fun activities, and group exercise classes. Annually, Freshman Forum participates as a student group in Beat Auburn Beat Hunter. Student Leaders (A-Team, Parent Ambassadors, Peer Leaders, Yell Crew, Freshman Forum Interns, Ignite UA student facilitators) are aware of expectations as leaders and representatives of the university through trainings and communication efforts
that emphasize the importance of understanding others’ and learning from differences. Camp 1831, a summer transition program for first-year students, introduces service and civic engagement to first-year students through a simulation exercise lead by the A-Team (upperclassmen student leaders), “Service and Leadership”. Camp 1831 added a service component to the end of the camp schedule. During this time, participants will gain practical experience to the issues and topics they discussed during the “Service and Leadership session” on Day 1 of camp. Students who serve as Parent Program Ambassadors participate in the following diversity and cultural awareness experiences: Diversity Scenario Exercises-participants were given scenarios and discussed the impact of diversity on the student body and Safe Zone Training. When evaluating students for student coordinator or leadership positions within First Year Experience and Parent Programs, we look for qualities of positive character, inclusion, and understanding of others.

8. **Ferguson Center Student Union.** Ferguson Center works diligently to provide programming that enhances awareness and appreciation of cultural and individual diversity. For the 2013-2014 academic year, Ferguson Center sponsored or collaborated on numerous events that supported this effort. On the Town with the Ferg is an initiative that gives students the opportunity to travel off campus to explore various aspects of culture within the communities of Tuscaloosa and neighboring cities at little to no cost for students. The Ferguson Art Gallery seeks to expose UA students, faculty, staff and the surrounding community to the culture of artistic expression by providing an outlet for students and local artists to showcase their work. The Rising Tide Tailgate is a student oriented event that allows students to participate in one of the oldest traditions of the Capstone, all while making new acquaintances and reconnecting with old friends.

9. **Office of Fiscal Affairs (Student Organization Funding).** The Financial Affairs Committee continues to allocate funds to several student organizations that support diversity in their programs and events. Support was provided to the following student organizations in support of their projects, travel and initiatives: Afro-American Gospel Choir, Alabama International Relations Club, Apwonjo, Association of Chinese Students & Scholars, Air Force ROTC, Army ROTC, Blend, Future Black Law Students Association, Chi Alpha Campus Fellowship, Crimson Kindness, Hillel, International Students Association, Korean Student Association, Men’s & Women’s Wheelchair Basketball, Muslim Student Association, National Association of Women MBAs, National Organization for the Professional Advancement of Black Chemist and Chemical Engineers, National Society of Black Engineers, Nurses Christian Fellowship, Project Health, Rip Tide Dancers, Sankofa, Society of Women Engineers, Spectrum, The South Asian Society, Tide for Christ, Tuscaloosa Chinese Christian Fellowship, and UA Vedic Society.

10. **Housing and Residential Communities (HRC) offered diversity-themed programs, ranging from speakers series to poetry slams, to culture and dance events. HRC also partnered with many departments and divisions on campus to host campus-wide diversity programs for the campus community. Partners included Student Media, Arts and Sciences, The Union, the Women’s Resource Center, Campus Crossroads, Office of International Students, Creative Campus, and many other partners from the Tuscaloosa community. Diversity and inclusion is
promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program for the 2013-14 academic year. HRC staff provided diversity training sessions for Area Coordinators, Community Directors, Resident Advisors and Desk Assistants in Fall 2013 and Spring 2014. Area Coordinators and Community Directors received improved training in the Fall of 2013 and Spring of 2014 on understanding and programming for underrepresented student populations. Training for all staff members included discussions of campus culture, "hot button" or sensitive issues surrounding diversity, as well as continuing Safe Zone training. Resident Advisors were given guidance regarding program development on topics surrounding diversity and self-discovery, specifically discussions on social identity of them and others. Specific relevant activities included:

- All staff are SafeZone and QPR trained.
- All staff are also trained on basic warning signs related to disturbances in mental health and how best to intervene and refer students.
- **In-Service Sessions**: Following the campus-wide incidents involving race earlier this year, an in-service training session was dedicated to having conversations related to identity issues and discussing the climate on campus after race-related sorority issues.
- In January 2014, Area Coordinators and Community Directors led their Resident Advisor and Freshman Advisor staffs through a 2-hour training and dialogue on identity, inclusion, and Safe Space.
- During January 2014 RA/FA training, Lane McLelland from Crossroads led a Sustained Dialogue training session on:
  - Big 8 aspects of identity.
  - Being aware of these aspects.
  - How the aspects interplay with power and oppression in society.
  - Discussing how to have supporting dialogue within the residence halls.
- **Capstone Academy**: A leadership development program that all potential candidates for RA or FA positions must complete before submitting an application. One of the 4 four sessions focuses on personal identity and exploration of diversity within individuals and society.
- CDs also held Behind Closed Doors during Fall 2013 and Spring 2014 staff training in order to facilitate additional discussion in smaller groups on topics covered during training regarding issues of diversity and inclusion.
- Two of our Community Directors (Nicola Stolworthy & Katelyn Graham) held a session the week of February 24, 2014 – February 28, 2014 for RA staff regarding specific LGBTQ-related training. Dr. Jay Garvey and a SafeZone GA were involved in the development of this special training session. The sessions focused on:
  - The coming out process.
  - How to support residents who may identify within the continuum of LGBTQ.
- The Counseling Center is a regular guest during the RA/FA and CD training programs each year, covering topics that include without limitation issues and topics surrounding mental health.
Specific programmatic efforts for the 2013-2014 academic year that HRC has sponsored (financially, advertising, etc.) and/or collaborated on include:

- HRC provided support for a dialogue event between members of Mallet Assembly and the Greek community during the Fall 2013 semester - the focus was on UA campus climate following issues of race in UA sorority recruitment.
- HRC professional staff volunteer with the Women’s Resource Center’s, Young Men’s Leadership Program, to provide mentorship for male UA students who are themselves mentoring 5th grade male students. Support and mentorship are provided in the areas surrounding masculinity, gender norms, and a male’s presence in society. HRC traditionally supports Women’s Resource Center in the execution of their LUNAfest, HopeLine, and other annual programs in the forms of digital and verbal promotion, financial support, and physical attendance.
- HRC professional staff participated in the Take Back the Night program by reading a poem written for the event by a UA Creative Writing MFA program graduate.
- In October 2013, the Martha Parham Community hosted a program on becoming an ally for LGBTQ students along with UA Safe Zone.
- In the Fall of 2013, the Blount community hosted weekly “hot-topic” sessions lead by Resident Advisors and Faculty-in-Residence, Dr. Cornelius Carter. Discussions are frequently themed around diversity and inclusion-related topics.
- In March 2014 the Lakeside Community held a service-related program for residents on autism awareness, involving interaction with students who suffer from and/or are affected directly by autism.
- In February 2014 the Lakeside Community hosted a program with the Women’s Resource Center allowing students to consider the impact of media coverage on sexual assault. The program, titled “The REEL story of Sexual Assault at Florida State University,” examined the media’s depiction of and influence on the Jameis Winston allegations.

11. Office of Student Conduct.
- Paula Perry and the Student Judicial Board presented to over 3,000 first year students in 72 Freshman Compass/Seminar courses to increase students, instructors, and faculty members understanding of the Code of Student Conduct and the tenants of the Capstone Creed.
- The Office of Student Conduct presented to all IFC and Panhellenic new members and conducted an information session with Panhellenic New Member Trainers.
- The Office of Student Conduct participated in a panel discussion hosted by the College of Social Work regarding — Disruptive Student Behavior in the Classroom. Collaborations between campus departments ensure that a variety of people from different backgrounds and experiences are working together to make sure that students graduate with a better ability to understand, appreciate, and contribute to a global society.
12. **Office of Student Affairs Advancement.** Staff members continue to recruit alumni members with diverse ethnic backgrounds to ensure the Student Affairs Leadership Council is reflective of the student population. Additionally, staff will select an ethnically diverse group of students to be inducted into the Student Affairs Leadership Society, honoring a diverse group of student leaders and promoting an inclusive campus community.

13. **Office of Student Care and Well-being.** During the academic year, the Office of Student Care & Well-being offers training and events to foster an inclusive environment with an appreciation of individual and cultural identities.

- On-Call Dean Training is provided to all on-call deans. The training is facilitated by guest speakers that represent the diverse student population.
- One-on-One training is offered to the Student Care & Well-being Staff for international students.
- Provided support for students and their families entering in-patient treatment. During these times, collaborating with other offices such as Capstone International is critical to the success of the student.
- Referred students to various clubs and organizations that represent cultural and individual identities.
- Collaborate with various campus resources that meet the needs of our diverse student population such as the Office of Disability Services, Capstone International, the Women’s Resource Center, Student Involvement and Leadership.
- Hosted the *Got Meals Dinner* event. *The Got Meals Dinner* was prepared by a community chef demonstrating how to cook simple, inexpensive meals. A short presentation was presented to the group on how to use electronic couponing for grocery shopping. Each student received an apron, a bag of groceries and other kitchen items.

14. **The Office of Student Leadership**

- The Office of Student Leadership developed the inaugural *UA Leadership, Education, Action and Diversity Summit* (UA L.E.A.D.S.), a one-day conference for students that focuses on leadership development and appreciation for diversity. Educational breakout sessions which focused specifically on diversity included: “Transforming White Privilege into Diverse Partnerships: Promoting Diversity and Conversation,” “A Practice of Inquiry: Democratic Dialogue and the Academy,” “Culture and Communication: Why Diversity Matters,” and “D.I.V.E.R.S.I.T.Y.: How to Survive Change, Create Culture & Unite the Divide.” Approximately 180 students attended UA L.E.A.D.S. and participated in the sessions along with an intentional lunch hour of guided dialogue in collaboration with Crossroad Community Center, which centered upon topics of diversity on the UA campus.
- 30 students participated in *Leadership UA*, an ongoing leadership development program. Conversations of diversity and inclusion were mentioned throughout
the semester-long program; however, one specific two-hour session was dedicated to diversity.

- Student Leadership hosted the inaugural UA campus-based session of The LeaderShape Institute™. As a result of marketing across campus, a diverse pool of participants were selected and created a program where topics of diversity were discussed throughout the six-day program.

- The office of Student Leadership, in association with the Vice President for Student Affairs, organizes and advises the Student Leaders Council (SLC). SLC is a group of student leaders representing diverse student organizations whose role is to discuss important campus topics, identify initiatives, and form broad-based partnerships that benefit the campus community. This group promotes a unified campus community and strives to enhance students’ awareness and appreciation for diversity by having discussions with the leadership of student organizations, with the hopes of the message being dispersed from the top.

15. *The Office of Student Involvement*. Through our vision and mission, the Office of Student Involvement engages the UA community in the following activities:

- The office employs three student worker categories – Student Involvement Geniuses, Student SOURCE Board, and Student Involvement Office Staff. Each group participates in a comprehensive training, which includes topics of diversity, inclusion, and engagement. Because we work with so many different types of students, it is important for us to address topics of diversity with our student staff members that we be on the frontline of engagement.

- The university’s policies concerning discrimination and harassment are distributed and explained to student organization leaders. Student Organizations are required to include a prescribed non-discrimination clause in membership section of their constitution prior to being approved as active organizations.

- Students interested in becoming more involved are encouraged to pursue, create, and form organizations whose focus addresses issues of diversity and cultural understanding.

- Publications are regularly examined to promote diversity and cultural understanding in images published.

- Student staff members, and student organization leaders are encouraged to participate in Safe Zone and Harbor training.

- SOURCE Advisor’s Luncheon – The SOURCE advisors luncheon is held yearly during the Fall semester and focuses on engaging advisors in meaningful conversations to share best practices and tools for engaging student groups to be their most effective. Each year, representatives from Risk Management, UA Legal Affairs, Title IX, and others come in to address issues related to diversity, policies/procedures, and general organization management.

- First Generation Week highlights engagement opportunities for students who are the first in their family to attend college. This program is done in an effort
to provide support to underrepresented populations, but to also engage students in meaningful resources to aid in their retention.

- In April, the WRC, Capstone Alliance, Student Involvement, and Spectrum hosted *Lavender Graduation*. Lavender Graduation is held to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students at The University of Alabama. Students were honored at this event for not only having completed the academic requirements for a college degree but having also overcome the odds of being sexual minorities or at-risk populations during their school years.

- **Collaborative Grant Program** – This program aids in assisting student organizations with making meaningful connections among student organizations and in providing them an opportunity to come up with unique campus experiences of a diverse, out-of-the-box nature. Monetary grants are provided in an effort to increase the chance that ideas will be sustainable and reachable to a segment of campus.

- **Women’s Week** – Provided support and sponsorship to the Women’s Week program which highlights diversity and inclusion of women in the workplace. This event also focuses on STEM disciplines and highlighting the power of women working together to accomplish goals.

- **Breaking Bread, Breaking the Mold** – This event focused on bring together members of the Greek Community, as well as minority student organizations to have dialog about similarities and differences in culture, attitudes, and experiences at UA. The event is funding is offered through the collaborative grant program and offers an opportunity for students to get outside of their comfort zones.

- **Bama Buddies** – This is a campus-wide community service initiative whose aim is to provide bears to children less fortunate. This program calls upon organizations of all types to participate in and “stuff” bears to be donated. This program has found success in offering this opportunity to interact with the Tuscaloosa Community and give back in a way that is uplifting. Through Bama Buddy Bonanzas, student organizations of all types are encouraged to work collaboratively towards a Buddy Stuffing Goal.

- **The 49 Out-Of-State Student Social** promotes the engagement of students who are not from the State of Alabama. This event is held as a part of the Week of Welcome programming and aims to provide an outlet for the engagement and interaction of students who might be unfamiliar with the state and looking to connect with those of a like background.

- **Student Involvement** invests in the engagement of at-risk or underrepresented student populations through informal mentorship, financial assistance, and one-to-one guidance in order to engage students in new opportunities.

- **SI hosts and organizes a program called Restoration Academy Camp** which exposes students from underrepresented backgrounds to University Life and also prepares them for standardized testing by offering an ACT Prep experience. Students who participated in the program as HS students and who then attend UA are also mentored through this program with monthly information check-in sessions.
• Get On Board Day seeks to engage students in meaningful involvement opportunities through engaging with the campus community and various offices and student organizations at UA. The emphasis in this event is on variety and finding new and different opportunities.

16. University Programs hosts a plethora of events to support cultural and individual awareness and appreciation. In addition, UP also collaborates with a multitude of campus partners to spread diversity and support this effort. The following events and initiatives were done this year to promote student uniqueness and diversity.

• International Expressions Series – consist of culturally diverse programs hosted once a month to highlight international culture in collaboration with a representing student organization. Some of this year’s events included:
  ▪ Chinese New Year
  ▪ Persian New Year
  ▪ An Arabian Night
  ▪ Japanese Fall Festival
  ▪ Hispanic Heritage Celebration

Other events:
  ▪ Guy’d to Success – teaching minority men proper grooming and professional attire
  ▪ Kentuck Arts Festival

• Campus Collaborations – In order to support a diverse offering of events, University Programs partnered with and supported the following events:
  ▪ Community Service Center – Beat Auburn, Beat Hunger
  ▪ Elliot Society – Kick Start to College, a mission to expose at risk minority students to the opportunities provided by attending college
  ▪ Office of Veteran and Military Affairs – Vets Scavenger Hunt, Military Movie Night
  ▪ NAACP – Black History Month Jeopardy
  ▪ Black Student Union & The Counseling Center – The Butler Movie Screening
  ▪ 50th Anniversary Committee – African American Male Rap Session
  ▪ Capstone Alliance – Lavender Graduation

• RHM 385 – Restaurant, Hospitality Management is a collaborative effort between the Ferguson Center and the college of HES that provides student an arena where theory and practicum merge. By working with University Programs, the students gain hands on experience that compliments their classroom knowledge and further prepares them for their future careers in the RHM field.

• APR 381 – Advertising and Public Relations is a collaborative partnership between University Programs and undergraduate students within the College of Communication and Information Sciences to provide them with a practicum to apply to after graduation experiences. In this course, students learn how to effectively and efficiently market and advertise diversity-centered events.
17. The Office of Student Media continued the emerging leaders training program which addresses diversity and cultural understanding through a variety of training activities. During student leader training conducted at the beginning of the fall semester, the university’s policies concerning discrimination and harassment are distributed and explained. A commitment to diversity among the student staff as well as within the content of the media published was discussed. The student staff are encouraged to pursue content that addresses issues of diversity and cultural understanding. Publications are regularly examined to promote diversity and cultural understanding in images published. The Office of Student Media encourages staff members to participate in Safe Zone and Harbor training. Diversity is one of the topics discussed in the Student Media Emerging Leaders Training (SMELT) program which prepares future media leaders.

18. Office of Veteran and Military Affairs. The Office of Veteran and Military Affairs hosted programs throughout the year to promote awareness of the veteran student population. Through these programs, students, faculty, and staff came together to celebrate and gain a better understanding of all veterans, service members, dependents, and survivors. The staff is focused on promoting an environment of inclusion. Some of the events sponsored this year were:

- Veterans Week, November 10th-November 15th – the Office of Veteran and Military Affairs hosted events to highlight student veterans. These events included: honoring faculty and staff who served, a competition for the entire campus entitled “Battle of the Branches” for students to compete through community service hours, quiz bowl, intramurals and more to earn points towards each branch in the military. This week also included the celebration of The University of Alabama becoming a “Purple Heart University.”
- Operation Military Kids – this event brought students, faculty, and staff members with and without families together for a day with Big AL to enjoy games and celebrate the children of individuals in the military and showcase the resources provided by the office.
- VMA Honor Reception – this event brings students, faculty, and staff together to celebrate and recognize the accomplishments of this special population.
- Office of Veteran and Military Affairs Ambassadors – creation of a student group consisting of student veterans and dependents to give office tours and provide information about the Office of Veteran and Military Affairs to prospective students.
- Military Movie Night – showed a free viewing of Crimson Tide as a part of Black History Month.

19. University Recreation Center offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. Programming initiatives included:

- In conjunction with Special Olympics North America, Unified Sports, and ESPN, during Fall, 2013 University Recreation hosted the inaugural unified flag football game with Louisiana State University. This game featured
respective students and athletes from the UA and LSU communities with various physical and cognitive disabilities.

- University Recreation continued its partnership with Special Olympics Alabama as the Student Recreation Center served as the host location for the annual Special Olympics Alabama State Volleyball Tournament
- UREC staff supervised Alabama Action Abroad trip to Guatemala.
- Fall and Spring semester hosted the OLLI program line dancing class
- Midnight Madness Basketball Tournament to promote and raise money for the Alabama International Justice Mission: Spring, 2013. This group promotes social justice issues especially human trafficking.
- Hosted Spring 2013 Rural Health Conference Social Event
- HRC RA Olympics as part of Spring 2013 RA Training
- Hosted numerous recognition and programming events for the English Language Institute
- Worked with the ELI staff to ensure a more efficient way to allow their students access to University Recreation facilities, programs and services upon arriving on campus
- Honors College Collaboration for Dance Marathon. Event Raised significant money for Children’s Miracle Network.
- Army and Air Force ROTC: Spring, 2013. Field Training and activity at the SRC. Also, Spring 2013 hosted events where two groups collaborated and built rapport.
- Quidditch on the Quad: Spring, 2013 Partnered with Honors College to host this unique experience for students. Over 90 teams participated in the event and promoted literacy through a book drive for children.
- Included quidditch (Fall, 2013) floor hockey (Spring, 2014) as intramural sports as outreach to students that do not participate in traditional Intramural Sports programming
- Chocolate Festival: Fall, 2013. Partnership with Women’s Resource Center to promote health issues among a wide range of backgrounds and needs.
- Chinese Student Association: Fall, 2013 and Spring 2014 hosted student organization’s field day of games and promotion of their culture
- Alabama Action Abroad Spring, 2014: Hosted fundraising event to promote organization and trips abroad
- Graduate Student Night at the SRC: Fall, 2013 provided an evening of fun and games for graduate students and their families at the SRC. The event included; swimming, climbing wall, group exercise, food, games and a massage therapist. A substantial majority of students attending this special event are international students, many of which are provided their first exposure to the facilities and offerings of the department.
- Preparation for CAMP Mosaic at the SRC: Summer 2014 (and returning, Summer 2015) This camp is a traditional day camp filled with activity, sports, pool time, arts and crafts, etc. This camp is open to Muslim children between the ages of 10-13. They will be utilizing the facilities within the SRC all their activities.
• CrossingPoint - Two students with intellectual disabilities are placed each semester at the SRC and AC and participated in occupational skills program September 2013-April 2014. Additionally the entire CrossingPoint student enrollment has weekly physical activity access and training working collaboratively with the Department of Kinesiology.

• University Recreation’s Group Exercise Program offered Tai Chi during the Spring 2014 semester to create diversity within the program. Program offerings were updated to include intermediate and beginner classes during Fall 2013 and Spring 2014.

• Offered a class for children ages 5-11 called Kid Fit during the summer months. The class incorporated fun games and group exercise classes to encourage children to be more active and to get the parents involved.

• University Recreation provided UAcheive Series which included Belly Dance, Brazilian Jiu Jitsu, Salsa Dance, Restorative Yoga, and Dare 2 Dance

• BamaBike Program: ongoing Program offers low-cost, bike rental program. Program is utilized predominantly by international students at UA. Expansion of fleet of bikes provided additional rental opportunities for student who otherwise would not be able to take advantage of such alternative programs.

• Outdoor Recreation partnered with the Graduate School and Community Outreach Department in purchasing “Alabamboo” bikes to promote sustainability through alternative bike design as well as raising awareness of Greensboro, Alabama-based operations that focus on economic empowerment through jobs creation using natural resources of the geographic area of the Alabama “Black Belt”.

• Outdoor Recreation worked with the National Social Work Enrichment Program to bring high school students on campus to promote the importance of obtaining a degree while providing teambuilding, problem solving, and trust activities.

• Outdoor Recreation teamed up with the Dean of Students office to provide 20 local high school students with a canoe trip and day hike to help promote the idea of furthering their education and the opportunities that they will have while attending school.

• Outdoor Recreation provided the “sag vehicle” for the 2013 Ride for Love benefiting Camp Smile-A-Mile.

• Intramural Sports program increased offerings to around 37 traditional and nontraditional competitive sport programs and events to all students, faculty, and staff on campus.

• Promoted civic engagement by offering programs for the Bama Bound initiative during orientation for incoming freshmen last summer.

• Provided officials, equipment, and services to a variety of student organizations and other departments on campus, such as SGA, Alabama International Justice Mission, and Housing and Residential Communities.

• University Recreation staff volunteered as mock interviewers for Crossing Points students to help prepare them for future job interviews. This program
creates authentic transition connections between the individuals with disabilities and the community.

- Alabama Special Olympics Regional Swim Meet, Spring 2013. Approximately – 250 athletes, 50 coaches, 35 event volunteers, 225 spectators attend this one day event at the University Aquatic Center
- Conducted at the Aquatic Center “Every Child a Swimmer” (free swim instruction) program in partnership with Academic (KIN 140: Water Safety Instructor and KIN 310: Teaching Swimming) course students and Student Affairs (UREC Aquatics) student staff:
  - Myrtlewood Elementary School; Spring 2014
  - Vestavia Hills Elementary School; Spring 2014
  - The Capitol School; Spring 2014
- As an Authorized Provider for the American Red Cross, the University Aquatic Center is a select facility within the state of Alabama to conduct Health and Safety Courses for the University and community. Select Courses provided include: Lifeguarding & First Aid/CPR/AED reaching underserved students; Lifeguard Instructor; connecting students and Veterans for leadership/job safety training; General Aquatic and Backyard Pool Safety for families fostering or adopting children in Alabama
- Hosted Camp Sawyerville at the Outdoor Pool Complex. Camp Sawyerville is a Day Camp for children from Hale County, part of the historical “Black Belt” of Alabama. Approximately 375 day campers, age 12-14, visited the Outdoor Pool 5/days per week for three weeks during the summer, 2013.
- Athletics use of the Aquatic Center expanded from Swimming & Diving practices and home meets to leadership development, off-season training and physical rehab for Football, Women’s Volleyball, Softball, Women’s & Men’s Track and Cross Country, Baseball, Gymnastics, Women’s Soccer, Men’s Basketball. Exposing student-staff to peers from varied backgrounds, different ethnicities, values, and a student-athletes work ethic.
- Facility reservations among non-Pan-Hellenic Sororities and Fraternities have expanded from 1/year to about 6/year between the Aquatic Center and Outdoor Pool Complex exposing student-staff to peers of varied cultures and ethnicities.
- Aquatic Center host annual aquatic safety experiences for both Army ROTC (Fall 2013) and Air Force ROTC (Fall 2013 and Spring 2014), serving each semester approximately 150 students of varied backgrounds, cultures, and genders. Activities are typically led by student-staff peers in ROTC leadership roles/rank due to their aquatic safety background with UREC Aquatics.
- Family Night continued for 2nd summer at the Outdoor Pool Center, encouraging a diverse University community. Ten weekly themed activities for UREC Membership engagement including “Hero” night in which local Firefighters and Law Enforcement were invited to display Firefighting apparatus, Law Enforcement vehicles and helicopter, and a K-9 Unit were all on-site to help patrons celebrate these local “heroes”; a Health and Fitness theme.
- Hosted a keynote speaker on Title IX and Campus SaVe Act latest information, updates and key governmental expectations.
- Student Recreation Center served as the host location for the 2014 Relay For Life sponsored by the Mid-South Division of American Cancer Society, Inc.
- University Recreation staff participated throughout the fall of 2013 and spring of 2014 in Tuscaloosa City School “Kick Start” programs to introduce and motivate middle school students from socio-economically disadvantaged backgrounds to aspire to higher education opportunities including recreational, health and leisure offerings of the department.

Staff (professional and student) are hired and trained to reflect and embrace the values of a community through inclusion and access without regard to age, gender, ethnicity, or physical/mental capacity. Concerted educational emphasis on specific training and awareness included:

- QPR (Question, Persuade and Respond) as offered by the Counseling Center to improve awareness and enhance readiness and identification of students at risk of suicide.
- Safe Harbor as offered by the Women’s Resource Center to provide staff with a better understanding and techniques to identify and assist those individuals who may be victims of abuse and violence. Enhanced key components of many forms of bullying behavior and methods to detect and support such victims.
- Safe Zone resources and services as offered by the Women’s Resources Center and Safe Zone staff. Provided improved coordination of resources and needs that are unique to those identifying with GLBTQ lifestyles.
- University Recreation provided staff instruction for the Freshman Learning Community “Community Service 101”, engaging students in the community and exposing them to diversity in the UA and Tuscaloosa community.
- Staff training during the Fall of 2013 to the latest policies, procedures and awareness of harassment and a thorough understanding of intervention and prevention best practices.

20. The Women’s Resource Center, in collaboration with student groups and Academic and Student Affairs partners, offered a number of programs and events to honor cultural diversity, which included:

- **Hispanic Heritage Month** events were held between the middle of September through mid-October. Events included a showing of *Maestra*, a film examining how the lives of young teachers were changed by the National Campaign for Literacy in Cuba 1961, co-sponsored by the Department of Gender & Race Studies, the Social & Cultural Studies of Education Program, and the Literacy Campaign of West Alabama; *Game Day! – Women’s Soccer and Traditional Latino Games for Kids* which was co-sponsored by Alabama Soccer, Graduate Parent Support Program, and the Graduate School; a book discussion of *The House on Mango Street* by Latina author, Sandra Cisneros; and the month-long *Latina Women Who Dared* poster campaign.
- **Native-American Heritage Month** was honored through *Native American Women Who Dared* month-long poster campaign. In addition to passive/social media programing, the WRC hosted *Smoke Signal*, a film investigating the
complications of gender in current Native American culture. This was the first film that was written, directed, and produced by Native Americans. Also the WRC and Gender & Race Studies hosted the following panel: Being Brave: Native American Masculinity in Sports. The EveryWoman Book Club read The Round House by Louise Erdrich who is Native American female. This book highlights a Native American family.

- African-American Heritage Month events were held in February. Events included the annual national African-American Read-In (cancelled due to inclement weather), the African-American Women Who Dared poster campaign, and a book discussion of We Need New Names by NoViolet Bulawayo. Two panels were held during this month recognizing black experiences in popular culture: Black Masculinities: From Nelson Mandela to Kanye West & Defining Myself for Myself: Perceptions of Black Femininity. These panels were co-hosted by WRC and Gender & Race Studies.

- Women’s History Month events were held throughout March. Events included annual ACADAMEY Poster Presentation, co-sponsored by Graduate Student Services; Lunafest international film festival; Pay Equity Awareness Week tabling campaign; I Am Not My Hair: The Importance of Hair on Identity panel discussion; a book discussion about The Rebellious Life of Mrs. Rosa Parks by Jeanne Theoharis; and Women Who Dared poster campaign.

- WRC worked directly with the National AAUW and UA SGA to provide Elect Her - UA Women Win, a program where women on campus received experience, knowledge and support in running for office.

- The WRC assisted in implementation of hosting Dr. Tony Adams, international queer scholar, for the College of Communication and Information Sciences Discerning Diverse Voices Symposium in March. In April, the WRC also assisted the visit and presentations of Eli Clare, international disability scholar.

- In April the WRC, Safe Zone, Capstone Alliance, Graduate School, Counseling Center, Gender & Race Studies, Housing and Residential Communities, The School of Social Work and Spectrum hosted Lavender Graduation. Lavender Graduation is held to honor the accomplishments of gay, lesbian, bisexual, transgender, queer and allied students at The University of Alabama. Students were honored at this event for not only having completed the academic requirements for a college degree but having also overcome the odds of being sexual minorities or at-risk populations during their school years.

- Every Woman Book Club is held the fourth Thursday of every month for Faculty/Staff and community members. Each month’s book is coordinated with the specific events of the month.

- Each month throughout the fall and spring semesters, the WRC and the Department of Gender & Race Studies hosted a Brown Bag. Designed as a series of events to create a space for dialogue and discussion of feminist scholarship and issues related to gender, the series was attended by center staff and open to faculty, staff, and students of UA, as well as to the greater community.

- During May 2013 – April 2014, nine Harbor Trainings were held for various departments on campus. The purpose of Harbor Training is to train staff and
faculty members to serve as referral resources for victims of dating/domestic violence, sexual assault, and stalking.

- The WRC staff trained approximately 265 resident advisors from HRC on understanding interpersonal violence and how to respond to these issues.
- 75 (6 Student Leadership Council, 62 PanHellenic sorority women & 7 work study students) Peer educators were trained on interpersonal violence and bystander intervention tactics.
- Campus Outreach: The WRC staff promoted student rights associated with Title IX to over 600 students. Throughout the year, the WRC provided the campus with knowledge about interpersonal violence and WRC victim/survivor services that reached over 3600 people. In addition to these efforts, the WRC staff connected to over 2000 students, faculty, and staff on other various diversity and inclusion topics through the entry point of gender.
- Community Outreach: The WRC staff provided staff development to Tuscaloosa’s One Place on working with families with domestic violence and outreach to 163 middle and high school students on dating violence in teens.
- In September 2013, training on interpersonal violence was conducted for all officers with the UAPD. The purpose of the training was to provide an overview of WRC services as well as educate the officers on issues facing victims of interpersonal violence.

4. Auxiliary Services

Auxiliary Services in Financial Affairs provided grant training and served as an advisor for the Community Partnership Group, which works with minority groups across the State to search and apply for grant opportunities that will fund special projects. Auxiliary Services continues to administer a Student Event Catering Donation program that provides student groups with the opportunity to apply for free catering services for events. Diverse groups such as the Bama Hillel, the African-American Graduate School Association, and Blend, a group promoting diversity on campus, were some of the groups awarded catering grants this year.

3. Diversity, Anti-discrimination, Harassment & Other Training to Promote Inclusive Campus Environment

The following section describes additional training the University has offered to promote an inclusive educational environment.

a) Website with Links to Policies: The Office of Equal Opportunity Programs continues to update its website, http://www.eop.ua.edu/, which contains UA’s equal opportunity, non-discrimination and diversity statements, as well as UA’s harassment and anti-retaliation policy and list of designated harassment resource persons in each college and division. The EOP website also has links to assist individuals with disabilities.

b) EOP Training: The Office of Equal Opportunity Programs facilitated and participated in webinars, workshops and discussion groups to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative
action/diversity. The training targeted designated EO Coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of UA’s equal opportunity and affirmative action policies. Training on equal opportunity, nondiscrimination, harassment, disability, and diversity included the following sessions: 1) Title IX and the New Federal Guidance on Campus Sexual Assault; 2) Retaliation in the Workplace; 3) Section 508-Accessible Web Content; 4) Harassment Prevention; 5) Child Protection Policy and 6) EEOC Technical Assistance Multi-Issues Seminar (Discrimination, Retaliation, ADA/FMLA, Complaint Investigation)

c) Title IX Coordinator: In response to the Title IX OCR “Dear Colleague” letter on sexual violence, UA established a new position, Title IX Coordinator, in May 2012. This coordinator oversees UA’s compliance with Title IX of the Education Amendments of 1972; in addition, a new investigator position will be added in Fall 2013. A new website has been established and can be viewed at www.titleix.ua.edu.

d) On-line Harassment Tutorial: A primary training tool promoted by UA is its on-line illegal harassment training tutorial with different versions for students, faculty and staff (supervisory and non-supervisory). New employees, including new faculty and new GTAs are encouraged to review this tutorial. Likewise, the Dean of the College of Arts and Sciences annually requests faculty and staff to review this tutorial. The College of Engineering requires new administrators (dean, associate deans, and department heads) to take this on-line harassment training. All new C&BA faculty are provided anti-discrimination and anti-harassment policy materials and asked to complete anti-harassment training. Likewise, managers in the College of Continuing Studies, Academic Outreach, are encouraged to participate in UA Staff training and development efforts that include diversity, anti-discrimination, and anti-harassment. In the School of Social Work, all faculty and staff completed the online harassment training module and reported their completion to their harassment resource person.

e) New Employees: For the past 27 years, the Graduate School has offered a two-day workshop for new Graduate Teaching Assistants, and the workshop includes a session on issues related to illegal harassment, retaliation, and accommodating students with disabilities. The Graduate School also offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, and assessment procedures at UA. In addition, the Office for Academic Affairs sponsors a New Faculty Orientation each year, and information is provided on UA’s harassment and anti-retaliation policy. Instructors in the English Department also annually receive training on these topics, as well as new GTAs and instructors in the College of Arts & Sciences.

f) Human Resources: Training and education offered through Human Resources during the 2013-2014 academic year covering diversity topics was provided using several formats:

- New Employee Orientation – Sexual Harassment training is provided; the harassment policy is distributed and key points are referenced; the website location for the Preventing Harassment online tutorial is provided and the site is visited however access/contract to this resource ended September 2013 as UA moved to make Harassment training an annual training requirement for UA employees effective January 2014; letters from the President addressing Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice, Compliance with the
Americans with Disabilities Act, and the University of Alabama Statement on Diversity are distributed; and website locations for the Staff Handbook, HR Policy Manual, HR Learning and Development course offerings, and Equal Opportunity Programs are provided. HR continues to partner with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on such topics as Harassment, Sexual Orientation and Retaliation.

- **New Management Orientation**: This offering continues to be available to new and current managers and supervisors addressing how to better understand and achieve University expectations, responsibilities for compliance with key University requirements, and key departments/functions that may be a resource for management. Beginning Spring 2012, access to online resources through ManageElite were included as part of New Management Orientation. Online topics include, but are not limited to Diversity, Harassment, Bias, and Retaliation.

- **Leadership U**: This program is an intense two-year course of study that encompasses personal skills, strategies for increasing productivity, methods for increasing both communication and leadership effectiveness, and mastering legal, ethical and strategic issues.

- **Campus-Wide Training Courses**: Online Registration continues to provide accessible online registration for courses, as well as an additional location posting campus-wide course offerings. A listing of diversity related topics, as well as other offerings open to the campus was distributed monthly via HR Learning & Development’s listserv, posted on UA Events Calendar, HR Learning & Development’s website, in Dialog Extra/weekly electronic newsletter, and by the HR Partners. Topic categories included, but were not limited to Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment. Effective January 2014, an additional publication, *Resources that Rock*, featuring resources in one helpful topic each month was developed and distributed monthly via the listserv. Examples of topics promoted include Teamwork & Partnerships, Building Awareness: Sensitivity and Human Relations.

- **Professional Development**: UA Essentials for Management, a standard three-day supervisor training program offered monthly, covers diversity topics and employment related laws and policies. This program was updated in 2011 to include a fourth day and topic – Recruitment and Selection. The Professional Development Series, a five-day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters. HR Learning & Development, in partnership with Facilities, provides a monthly Facilities Leadership Forum and monthly offerings for employees processing through the Career Ladder programs housed in Facilities. These offerings include, but are not limited to, Harassment and Diversity topics. Beginning Fall 2013, The Etiquette Advantage in Business, a new series based on three principles – (1) Think Before Acting (*Consideration*), (2) Make Choices That Build Relationships (*Respect*), (3) Do It Sincerely (*Honesty*) rolled out. The current series offers seven modules.

- **HR Learning and Development Training for Student Groups**: HR Learning and Development delivers customized training for the full-time and student employees such as Student Athletic Host/Hostesses on the topic of Harassment and Ethical/Legal
Workplace Resources. In Spring 2014, the topic of Teamwork was added. An HR Learning and Development advisor to Lambda Sigma Sophomore Honorary continues to work with members to enhance recruitment communications with the goal of creating a more diverse applicant pool. HR Learning and Development provides Harassment training for the Aerospace Engineering Senior Seminar students, and HR Learning and Development team members serve as presenters/hosts to student groups on an as-requested basis to deliver training, assist with workplace shadowing experiences, internships, etc.

- **Co-Sponsored Training & Diversity Training:** HR Development teams with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on Harassment, Sexual Orientation, and Retaliation, etc. This year, HR Learning and Development partnered with Emergency Preparedness and UAPD for emergency training and Active Shooter training and Psychology/Social Work to deliver and host training for members of their – WOW (working on womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center. HR Learning and Development partner with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on Harassment, Sexual Orientation, and Retaliation, etc. This year, HR Learning and Development partnered with Emergency Preparedness and UAPD for emergency training and Active Shooter training and Psychology/Social Work to deliver and host training for members of their – WOW (working on womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center. HR Learning and Development partner with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on Harassment, Sexual Orientation, and Retaliation, etc. This year, HR Learning and Development partnered with Emergency Preparedness and UAPD for emergency training and Active Shooter training and Psychology/Social Work to deliver and host training for members of their – WOW (working on womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center.

- **Internet Training:** The creation and filling of the coordinator eLearning position for HR Learning and Development in Spring 2014 enhanced the department’s ability to increase and improve current “in-house” online courses and “off the shelf” course system communications/usage. This move resulted in increased collaboration with campus wide units such as Public Safety, Office of Counsel, and more to develop, host, and publicize required online courses designed specifically for UA employees covering topics such as Harassment. Effective Spring 2014 Harassment Training became a required course for UA employees. The training is accessed online through Training Academy and includes the following: Harassment Prevention for Employees – Higher Ed Edition, Harassment Prevention for Managers – Higher Ed Edition, and UA Policy and Reporting Channels. In Spring 2014, Title IX Training was announced as a required training to be made available online Fall 2014. Significant updates occurred to the HR Learning and Development website as HR transitioned to a new website. Updates supporting diversity included specific pages dedicated to Compliance Training required for faculty, staff, and student employees; the development and posting of User/Learning Guides for Compliance Training and Online Learning; increased use of photos representing various ages, ethnicities, genders, and departments. Human Resources continues to review and expand offerings via SkillSoft, a learning management system for faculty and staff. Additionally, new departments contracted through Human Resources in 2013-2014 for other SkillSoft online resources providing access to courses, books, and simulations including, but not limited to, diversity-related topics. HR Learning and Development has seen an increase in the usage of SkillSoft’s Leadership Channel to connect employees with knowledge experts, authors, consultants and others via Live and Recorded Webinars covering a variety of topics.
Some webinars this year addressed Introverts in the Workplace and Generational Differences. Beginning Spring 2012, access to online resources through ManageElite was added as an online training resource. Online topics include, but are not limited to, Diversity, Harassment, Bias, and Retaliation and may be accessed by all employees. Since 2012, HR Learning and Development has been promoting and providing demonstrations of the new Online EAP resources. Updates were made to the HR Learning and Development website including, but not limited to, providing direct links to: Equal Opportunity Programs, Harassment Training, Mental Health Education, Safe Zone Training and Education, Women’s Resource Center, ManageElite, and the expanded EAP Online resources.

- **Training Resources:** The Training Resource Center provides materials, videos, DVDs, books, and activities addressing diversity related topics in the categories of diversity, disability, legal topics, generational/age related topics, harassment, and change adjustment.

- **Customized Training:** HR Learning and Development, on a regular basis, provided training requested by departments for full-time employees and student employees that included, but was not limited to, teamwork, harassment, and diversity.

- **Competency Initiative:** HR Learning and Development continues integrating the Capstone Competency Initiative as part of New Employee Orientation and New Manager Orientation. Specifically, the Core Competencies – Adaptability and Flexibility, Collaboration/Building Relationships, Ethics and Integrity, Self-Development and Student-Customer Focused – are covered. The Course Competency Mapping initiative of HR Learning and Development continues to provide employees with a specific list of courses that reinforce competencies such as Diversity, Sensitivity, Ethics and Integrity, Teamwork, etc.

- **Recruitment Training:** Provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a diverse applicant pool; review search committee memberships for exempt staff recruitments to ensure search committees are diverse; advertise exempt staff recruitments in venues that will attract a diverse pool of qualified applicants to include print publications, list serves, letters of announcement, meetings, etc.; send weekly emails to Historically Black Colleges and Universities and the Black Faculty and Staff Association of currently open professional positions; require a diverse search committee for all EEO 1 recruitments; and active outreaches made to attract female and minority candidates for all EEO 1 staff recruitments. Areas of Human Resources continue to train student supervisors on how to use the student job site to help them gain a diverse student applicant pool.

- **UA** has selected SkillSoft to provide mandatory training for its employees and students through an online Training Academy. Specific training is assigned to comply with federal and/or state laws as well as University requirements. All current as well as new faculty, staff and student employees must take the Right-to-Know as well as Child Protection policy training.

- **Safe Zone Training:** Various UA departments have participated in training provided by Capstone Alliance, UA’s professional organization for LGBTQ faculty, staff, and allies entitled UA SAFE Zone, including: The Office of Veteran & Military Affairs, Career Center,
Creative Campus, Women’s Resource Center, Crossroads Community Center staff; staff members in the Office of New Student Programs and Parent Programs; the Community Director staff in Housing and Residential Communities; the Resident Advisor Staff and Resident Advisors; several UREC staff; staff members in Student Support Services, Center for Academic Success and Office of Judicial Affairs, and individuals in academic departments. Decals are placed on office doors to notify visitors that those offices are a “Safe Zone” for all who enter and will provide advocacy for the rights and inclusion of students with varying sexual identity and orientation.

h) Office of the University Registrar: In the Fall of 2007, OUR initiated an on-going, on-site staff development program which is founded on encouragement, enablement, and empowerment of each employee. This training was made possible with the help of the Office of Human Resources. Topics to date include Myers Briggs, diversity [Janice Palmer], conflict management, positive motivation, time management, stress management, Harbor Training, verbal communication, TQM, Who Moved My Cheese, Teamwork [Coaches Saban, Murphy and Patterson], Gatekeeper [Kerry Luke], Making Effective Communication Decisions in Digital World training, and Technology Etiquette [Gina Johnson]. The management team was also asked to read The Invisible Gorilla, Small Group and Team Communication, and, most recently, Switch: How to Change Things When Change is Hard. Concurrently, the entire OUR team was asked to read 7 Habits of Highly Effective People. Following each read, multiple group discussions were facilitated by Dr. Tom Harris. A separate track was also developed which focuses on the University Student Information System, i.e., Banner. This track included 16 separate presentations highlighting systems related initiatives within the office. Such training serves to improve the quality of the workforce. It provides opportunities and new ideas to the entire staff on an equitable basis. In collaboration with Dr. Chilcutt, a member of the Department of Communication Studies and the Director of the Public Speaking Program, we conducted an organizational assessment and intervention initiative. In addition, the group/interactive approach to training serves to promote better intra-office communications, team building through positive interaction of the staff, and increased reflection, competency in understanding differences be it religion, social class, sexual orientation, race, ethnic group, or gender.

i) Division of Financial Affairs:

- The Crimson Ride Transit system has demonstrated a commitment to persons with disabilities by providing transportation that is fully accessible. Four hours of TSI (transit safety and security) training for assisting Elderly and Disabled Passengers is conducted with Crimson Ride operators, as well as one hour of wheelchair securement training. Additionally, training materials are provided that educate operators on guidelines and procedures on how and when to offer assistance to elderly and disabled passengers. Crimson Ride is in the process of negotiating a contract that is scheduled to be implemented in Fall 2014 to retrofitting the entire Crimson Ride fleet with voice annunciation systems in order to further support the elderly and disabled university community.
• The Financial Affairs Business Activities staff worked with Community Affairs employees and other partners to address many administrative tasks related to the Realizing the Dream Banquet and Concert, National Outreach Scholarship Conference and STEM Entrepreneurship Academy.

• Auxiliary Services employees who had not previously attended this training session took part in a program on Diversity facilitated by Janice Palmer, HR Workforce Development Specialist. The session focused on giving participants an awareness, education, and appreciation of diversity and to demonstrate the importance of diversity to an organization.

• The Facilities and Grounds Department has promoted educational and training environments in the areas of diversity awareness, anti-discrimination and anti-harassment. Examples include:
  o Continuance of Facilities and Grounds quarterly newsletter that is used to make employees aware of issues that are pertinent to their jobs, benefits, and opportunities that impact them directly.
  o Support of Health and Wellness programs and encouraging employees to stay fit and healthy while providing meeting space and time from their schedules to attend Weight Loss and Smoking Cessation programs provided by UA. Facilities and grounds worked with Health and Wellness in the implementation of Weekly Health Huts that have been placed in strategic places on campus in an effort to reach out to the Student, Faculty and Staff body, with timely information dealing with Health issues; have promoted and been actively involved in Strive for Five, Well Bama, Summer Slim Down, Health Spring Training and the Annual Health Fair, providing multiple avenues for Facilities and Grounds staff members to receive assistance with exercise, health issues, and concerns. Additionally, the Facilities and Grounds Department has been involved in planning meetings to support the efforts to make UA a smoke free campus.
  o Managing Harassment in the Workplace: Provides guidance on the University’s Workplace Harassment Policies, provides roadmap for Supervisors/Managers to address incidents and complaints of workplace harassment and the negative effects that harassment and discrimination have on the workforce.
  o Diversity and Inclusion: Provides awareness of differences and encourages employees to learn how to value and manage diversity in the workplace.
  o Managing a Multigenerational Workforce: provides awareness of and understanding of how generational diversity impacts the workplace and how best to interact, address and respond to motivation, communication, recruitments and conflict resolution.
  o Training Resources available within the department include: Diversity – Food for Thought; Managing Diversity Work; A Tale of “O”; Preventing Sexual Harassment in the Workplace; Sexual Harassment is Bad Business; Sexual Harassment: New Behaviors, New Issues; 12 Danger Zone Series for Supervisor; and Preventing Sexual Harassment Media Learning Tutorial.
Participation in the Facilities Custodial Service Department’s Career Ladder Training includes classes on Diversity, Teamwork, Conflict Resolution, Communication Skills and Group Dynamics.

- *Construction Administration* addresses diversity as a key consideration on all design projects and drawing reviews. The department is committed to complying with the latest adopted 2010 ADA standards and guidelines on all design projects. The Project Initiation Request (PIR) form includes a reminder to the requester that any alterations that affect or could affect the usability of or access to an area of a facility that contains a primary function shall ensure that the path of travel to the altered area must be readily accessible to and usable by individuals with disabilities up to a maximum of 20% of the cost of the alteration to the primary area. In addition, unisex handicap-accessible restrooms are constructed on all new construction projects and all major renovation projects. In the 2013-2014 academic year, 15 projects, either designed and/or in construction phase, addressed handicapped accessibility initiatives.

- *The Action Card Office* and *University Supply Store* continue to highlight images on their websites, presentations, videos and publications that represent the diversity of the UA student population.

- *Bama Dining* has collaborated with the SGA to host several International events serving authentic foods at Lakeside Dining.

- *UAPD* provided training for all incoming officers in areas of cultural diversity/sensitivity, to include training on interacting with and investigating incidents involving members of different cultures as well as training on the prevention of bias in policing and the communication gaps that can lead to frustration and negative impressions in the community. Additionally, the police department partnered with the Women’s Resource Center to conduct yearly training in investigating incidents within diverse populations. The Police Department also has policies and procedures in place that reinforces these ideas to departmental members.

j) The Division of Student Affairs has several training initiatives within the division that are described below:

- *The Blackburn Institute* continues to train its new Fellows using its revitalized Alabama 101 course to emphasize the need for community race relations and diversity appreciation.

- The *Community Service Center* provides diversity training to participants in its international travel and service opportunities, including an Alternative Interim Break trip.

- The *Career Center* staff is encouraged to and attends conferences that promote the importance of diversity in the workplace such as the Birmingham Diversity Summit.

- *Parent Programs Ambassadors* participated in Diversity Scenario Exercises—participants were given scenarios and discussed the impact of diversity on the student body.
The Office of Graduate Student Services continues to coordinate a Student Affairs Graduate Assistant Training where issues of diversity and cultural competence is addressed with Student Affairs graduate assistants, who work directly with undergraduate students and are able to impart knowledge into their experiences with student organizations, leadership experiences, and more.

The Housing and Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisors, and Desk Assistants in Fall 2012 and Spring 2013. Community Directors received improved training in the Fall of 2012 and Spring of 2013 on understanding and programming for underrepresented student populations. Training included discussions of campus culture, "hot button" or sensitive issues surrounding diversity, as well as continuing Safe Zone training. Resident Advisors were given guidance regarding program development on topics surrounding diversity and self-discovery.

The Women’s Resource Center staff provided numerous trainings to student groups on topics such as diversity and leadership, women’s self-defense, sexual harassment, and the intersection of gender. Twice in September 2012 and once in November 2012, training was provided for faculty and staff Hearing Officers and members of the Student Judicial Board to educate them on the dynamics of interpersonal violence so that they may serve effectively on cases of interpersonal violence. In December 2012, this type of training was also provided to new officers with the UAPD, not only to provide an overview of WRC services, but also to educate the officers on issues facing victims of interpersonal violence. During May 2012 through April 2013, ten Harbor Trainings were held for various departments on campus. The purpose of Harbor Training is to train staff and faculty members to serve as referral resources for victims of dating/domestic violence, sexual assault and stalking.

University Recreation staff attends national, regional and state professional association and related conferences and workshops. These workshops all teach and train on tenets of diversity and inclusion. Program and service specific areas are highlighted for best practices at better promoting an environment that encourages acceptance and diversity for a broader global perspective of the value of health and physical activity in overcoming discrimination and bias. The annual NIRSA Emerging Leaders Conference held in February at HBCUS across the country is a chance for professionals and students alike to recognize, understand and learn of others differences and to promote a sense of unity of purpose in the profession and association. University Recreation has had regular attendance and high involvement in this event. On-going training towards inclusiveness, cultural sensitivity and diversity programming continues in staff meetings and other departmental interactions. Research with College of Education faculty continues with emphasis on inclusion and diversity assessments of programs, services, and facilities.

The Office of Student Judicial Affairs. Paula Perry and Student Judicial Board presented to approximately 2,500 first year students in 62 Freshman Compass/Seminar courses therefore increasing students, instructors, and faculty members understanding of the
Code of Student Conduct and the tenants of the Capstone Creed. The Student Judicial Affairs Office spoke on a panel hosted by the College of Social Work regarding “Disruptive Student Behavior in the Classroom.” Collaborations between campus departments ensure that a variety of people from different backgrounds and experiences are working together to make sure that students graduate with a better ability to understand, appreciate, and contribute to a global society.

- The Office of Veteran and Military Affairs mandates Safe Zone and Harbor training for its staff members and provides other training to promote understanding of the diverse groups of students it serves.

k) Intercollegiate Athletics: As staff and student-athletes work to achieve excellence in all of its endeavors, IA does so with respect for others regardless of gender, race or physical challenges. Toward this objective, the Department of Intercollegiate Athletics periodically sponsors/conducts programs for student-athletes and/or staff that are designed to enhance their understanding of and appreciation for diversity and respect for others. Examples of such programming conducted during the 2013-14 academic year include:

- September 1-2, 2013 and January 12, 2014 – Dr. Tim Elmore with Growing Leaders facilitated a two-day fall leadership seminar, followed by a one-day spring seminar, for select sophomore, junior and senior student-athlete leaders from each team. This programming event offered students a hands-on approach to leadership and character development. Discussion topics included, but were not limited to, building character, setting a positive, inclusive climate within one’s team, developing personal growth skills that can enhance not only personal growth but team growth, and how to handle criticism and confrontation.

- March 10, 2014 – Ms. Linda Hancock, NCAA approved speaker, conducted an interactive seminar for student-athletes on issues such as alcohol and substance abuse education, sexual assault, young adult pregnancy, sexually transmitted diseases in young adults, and other related topics to increase the students’ awareness of these issues and how they impact their future as a student, as a student-athlete and as they move on after graduation.

In addition to the above programming for student-athletes, the following programming for staff members, including coaches, occurred during the 2013-14 academic year:

**June 30 deadline:** Consistent with University of Alabama requirements, staff members within Intercollegiate Athletics were required to complete online mandatory training in the following areas: Harassment Prevention for Employees, UA Harassment Policy and Reporting, UA Child Protection Policies, Changes to UA Child Protection Policy. All current as well as new faculty, staff and student employees must take the Right-to-Know as well as Child Protection policy training.

The department’s Sexual Harassment Resource contacts participated in at least one seminar during Spring 2014 which equipped them with additional skills and resources to address harassment issues that are brought to their attention by employees and/or students within the department.
Goal Three: Increase diversity within the University’s faculty and senior level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate, and contribute to a global society.

**Action Steps:**

1. **University officials responsible for establishing policies and procedures in hiring faculty and senior level administrators will dedicate resources to receiving and disseminating information related to recruiting and retaining a diverse faculty and administrative staff.**

2. **The University will continue to require hiring officials to follow university procedures regarding searches and selection process and will implement initiatives it deems appropriate to recruit, hire, and retain African Americans.**

Among the 40 flagship institutions, UA currently ranks *fourth* in percentage of African-American faculty. While no information was reported for EEO-1’s and EEO-3’s for Fall 2013, UA last ranked *second* in percentage of African-American EEO-1 administrators, and *sixth* in percentage of African-American EEO-3 professional staff. Approximately 17.8% of UA’s faculty members are minorities and internationals and 19.7% of UA’s staff are minorities. UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

**1. Efforts to Receive and Disseminate Information on Best Practices in Increasing Faculty and Staff Diversity**

*Information about current practices:* Hiring for faculty and staff positions is now handled through an on-line system, and approvals are generally not obtained unless established protocols are followed. Information about recruiting resources and anti-discrimination laws is provided on line to hiring managers through various resources at [http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources](http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources). In addition, the Strategic Diversity Plan is posted on the Provost’s and EOP’s websites.

Officers. Some thirty researchers, educators and practitioners made presentations about their research and best practices in diversity to a highly interactive group of about 100 conferees. The Provost’s office encouraged academic units to attend resulting in representatives from numerous areas of UA. The University Compliance Officer and twelve other UA employees attended the conference. The conference featured a Pre-conference Diversity Training Workshop, “The Changing Landscape of Diversity and Inclusion” presented by Patricia Pope and Associates, and four UA employees attended that session. Dr. Charles Nash, Vice Chancellor for Academic and Student Affairs, University of Alabama System, presided over the Welcome Plenary. Sessions included Diversity in the Media, International Collaborations and Partnerships, Diversity Staff and Professional Development, Institutional Climate, Faculty Recruitment and Retention, and round tables. It also included a Research Plenary Session and a closing luncheon with Representative John Knight as the speaker. Several representatives from UA were among the presenters and panel members. This type of networking and information sharing proves helpful in recruitment and retention efforts.

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices – Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the Dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S also subscribed to the Higher Education Directory for Diversity. A&S and the College of Education have made available to faculty search committees a copy of Diversifying the Faculty: A Guidebook for Search Committees. Also in the College of Education, all search committee chairs have attended a training workshop and are given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies.

Student Affairs-initiated Education Efforts: As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women,
and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” Crossroads Community Center also supports the development of diversity within the University’s faculty and senior level administration as part of its mission to provide leadership and coordination for professionals in multicultural affairs. Crossroads also contributes to this University goal through the development of the Crossroads professional staff.

Information from conferences/workshops/associations: Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. As noted above, UA representatives attended and participated in the Inaugural Comprehensive Diversity Conference sponsored by the Alabama Association of Higher Education Diversity Officers. Arts and Sciences recruited prospective faculty members at the Compact Conference for Faculty Diversity and the McKnight Fellows Conference in October 2013.

EOP/University Compliance Office: To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disability Student Service Officers in Higher Education listservs, and maintained membership in the following organizations: American Association for Affirmative Action (AAAA), Society for Human Resources Management (SHRM), and the Alabama Association of Higher Education Diversity Officers (ALAHEDO). The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s Nondiscrimination statement, and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants. This office also facilitates updates to the University’s Affirmative Action Plan.

2. Initiatives to Recruit and Retain a Diverse Faculty and Staff

a. Recruitment Strategies

Inviting minorities to apply: At a minimum, hiring officials post positions for which searches have been approved on UA’s Employment website, http://hr.ua.edu/employment/, (as well as their departmental websites) and encourage applications from members of underrepresented groups by including on their position advertisements reference to UA’s EEO statement (“The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are strongly encouraged to apply” or “The University
of Alabama is an Equal Opportunity Affirmative Action education institution/employer,” or simply “Equal Opportunity/Affirmative Action Employer”). Some hiring departments expand upon that. For example, job notices sent from the UA Libraries include a cover letter that expresses UA’s commitment to developing a faculty that is racially, ethnically, culturally and socially diverse. In addition, deans encourage minority faculty in their academic units to share job announcements with any professional or social organizations to which they belong. Human Resources expends considerable time and energy training student supervisors on how to use the student job website to help them gain a diverse student applicant pool, and have offered training for all students on how to use the student job site and how to conduct an effective job search.

Developing recruitment plans: Additional efforts are made university-wide to encourage an effective recruitment plan. For example, a job search is not authorized until after the hiring area has developed a proposed recruitment plan, which includes a description of special efforts to identify minority and female candidates. The College of Arts and Sciences requires an even more detailed report of what efforts will be undertaken. Human Resources staff provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a diverse applicant pool. Human Resources also reviews online application and recruitment system information and updates and brings into compliance based on the American with Disabilities Act/Vietnam Era Veteran’s Readjustment Assistance Act. That office also helps departments include appropriate language for hearing/sight impaired applicants. The EOP’s Affirmative Recruitment Resource (http://eop.ua.edu/resources.html) and almost two dozen Affirmative Action Officers serve as resources to assist departments in maintaining contact with female and minority organizations. In the Libraries, their Affirmative Action Officer meets with each search committee at the beginning of the search process and reviews affirmative action guidelines and also ensures that there is an African-American member on the search committees. In the College of Education, the Dean and Associate Dean meet with each search committee chair and not only emphasize the importance of attracting a diverse faculty, but provide a number of guidelines on how to accomplish that, using the book purchased by the Provost (“Diversifying the Faculty: A Guidebook for Search Committees,” Caroline Sotello Viernes Turner, 2002). In the Law School, the Dean has directed that each hiring committee for faculty and staff seek to ensure a diverse pool of candidates. They achieve this mandate through broad advertising, targeted communications, and the use of Internet sources.

The University of Alabama Police Department reviews employment application data annually to determine the impact of recruiting efforts in the department’s goal of attracting a diverse applicant pool. Recruiting strategies are reviewed and adjusted where shortfalls are identified.

Wide-spread advertising: Human Resources advertises exempt staff recruitments in venues that will attract a diverse pool of qualified applicants, to include print publications, listservs, letters of announcement, meetings, etc. Most tenured and tenure-
track faculty and senior level administrative positions are advertised nationally on several Internet sites and in generally available publications such as *The Chronicle of Higher Education* and *Diverse Issues in Higher Education*. UA continues to contract with Graystone Advertising Company to assist its colleges in creating attractive layouts for their job advertisements and placing ads in a variety of places. As an example, A&S continues to use Graystone Group Advertising Company, highereducationjobs.com, and Academic Careers (its Diversity Package) to assist in reaching a much more diverse population. HR contracted with LinkedIn to publish job opportunities through their professional social media network and purchased a membership through LinkedIn with the Professional Diversity Network which publishes our job opportunities posted on LinkedIn to eight sites dedicated to various diverse professional groups. UA continues to use the SREB’s on-line scholar directory to attempt to build a pool of minority applicants, and the Provost’s Office encourages the academic units to use this resource in their recruitments for faculty. Another resource UA subscribes to and the Provost’s Office encourages for minority applicants is the Minority Faculty Applicant Database, where all faculty job announcements can be posted. A&S advertised its faculty positions in that database this year. The Provost’s Office placed a fourth-page color diversity ad in the *The Chronicle of Higher Education’s Diversity in Academe* in the November 1, 2012 issue. In addition, a fourth-page color ad was placed in *Convergence: Diversity and Inclusion*, an advertising supplement to *The Chronicle of Higher Education* and *Diverse Issues of Higher Education*, March 8, 2013. The Provost’s Office also has paid for registration with the National Registry of Diverse and Strategic Faculty maintained at Texas Tech University.

**Targeting outreach to minority groups:** UA advertises in a variety of publications targeting minority groups, solicits candidates from other minority professionals, and uses other strategies designed to cast as wide a net as possible to attract a diverse pool of qualified applicants. For example, outreach efforts for searches include:

- Notifying the SREB of faculty vacancies;
- A&S requiring departments to search the SREB Online Doctoral Students Directory, to which it subscribes;
- Purchasing advertisements in minority-targeted magazines, such as:
  - *Diverse Issues in Higher Education*
  - *The Journal of Blacks in Higher Education*
  - *The Hispanic Issues in Education*
  - *American Women in Science*
  - *Association for Women in Mathematics Newsletter*
- Advertising on targeted listservs and websites or sending materials to minority groups, such as:
  - *Black Caucus of the American Library Association, American Indian Library Association, National Registry of Diverse and Strategic Faculty, Hispanic Association of Colleges and Universities, Association of Black Women in Higher Education, the National Black Graduate Student Association, Blacks in Higher Education*
  - *NATA Ethnic Diversity Advisory Council Listserv and the NATA Women and Athletic Training Listserv*

- McKnight Fellows Program, which consists primarily of minority doctoral students, many of whom are searching for faculty positions, received link to A&S web listing of open faculty positions
- Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI)

- Sending notices to HBCUS (Human Resources sends weekly emails of job postings to HBCUs and BFSA);
- Notifying UA’s BFSA and other minority faculty members and professionals and encouraging them to share job announcements with any professional or social organizations to which they belong;
- Sending notices to UA’s Affirmative Action Coordinators;
- Sending notices to the 56 deans of library schools accredited by the American Library Association;
- All faculty and staff positions posted on insidehighered.com through a subscription paid for by the Provost;
- Electronic listings for the profession and a database, Future Black Faculty, to attempt to locate potential candidates;
- For Financial Affairs positions, use of the Office of Student Media to place all recruitment classified ads for open positions. Examples include ads being placed in The Tuscaloosa News and The Birmingham News, and placed on Monster.com and Al.com to reach a broader and more diverse applicant pool; and
- For Intercollegiate Athletics, vacant staff positions are also advertised on the NCAA website and sent to the National Association of Collegiate Women Athletics Administrators for their distribution. As head coaching positions become vacant, the Department of Intercollegiate Athletics initiates contact with the Black Coaches Association and other professional colleagues to get recommendations on qualified minority candidates. In a recent joint meeting of the department’s Executive Staff and Administrative Staff, specific agenda discussion and emphasis was given to ensuring that when administrative professional positions become vacant within the department that unit heads are seeking diverse, qualified candidates to interview.

Recruitment & other support for international hires. Capstone International Services (CIS) hosts regular training and workshops for UA academic departments and support units regarding recruitment and visa support for new international faculty, research scholars, and staff. In addition, CIS provides essential services and immigration advice to UA departments and international faculty and staff through its website.

Personal Contacts: In addition to the formal advertising initiatives, informal avenues are frequently used to attract a diverse candidate pool. Human Resources sends representatives to Shelton State Career Fair, Career Center Career Fairs for graduating seniors and alumni (Business, Technology, Communications, and Social Work/Nursing) twice a year for each and Veterans Career Fair to gain a diversified applicant pool. To attract a diverse student applicant pool for student jobs, Human Resources participates in Get on Board Day, Student...
Involvement and Leadership Week, and Bama Bound Orientation sessions. In the College of Human Environmental Sciences, African-American alumni and faculty of doctoral programs are contacted and asked to share position announcements with colleagues, especially minority candidates. Taking advantage of personal contact, the College of Education regularly and systematically visits students and university representatives from the State’s two major public HBCUs. Further, the College has collaborative initiatives with Stillman College, which creates a positive presence on that campus and serves as a useful recruiting tool. The College of Education is very successful in recruiting graduate students from HBCUS into its doctoral programs. That college also encourages membership in the BFSA.

As an example in a non-academic area, UA’s Chief of Police selects officers who represent a cross-section of the Police Department’s sworn workforce to be involved in recruiting efforts. These officers actively recruit potential employment candidates throughout West Alabama by traveling to other institutions and career or employment fairs to conduct presentations, distribute recruiting materials, and personally speak with potential applicants. All materials used, including display boards, PowerPoint presentations, and recruitment brochures, reflect the diversity of UA’s Police Department.

**Partnership with National Initiatives: The Law School** has provided financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national Law Teachers of Color Legal Scholarship conferences and supported the Southeast/Southwest Law Teachers of Color Legal Scholarship Conference, which provides networking and recruitment opportunities for minority law faculty. The Law School also supports the Alabama Lawyers Association, the largest association of African-American lawyers in Alabama. UA Law Alum Kim Kelley is President and works actively with the Law School to promote networking opportunities for law students. **UA Libraries** continues to support the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce. This program, created by the ARL, has created an endowment to be used to offer stipends to and secure employment relationships with identified M.L.S. students from underrepresented backgrounds. The University Libraries continues to benefit from being a participant in this program. The $10,600 paid in May of 2013 was a one-time payment to assist in funding the ARL Initiative to Recruit a Diverse Workforce. One of the Spectrum Scholars in the program was a SLIS graduate in May of 2013 and was mentored by the HR officer in the Libraries. Mentoring of Spectrum Scholars is one responsibility of Initiative participating institutions. The Initiative allows academic and research libraries to become more competitive in the recruitment of racially and ethnically diverse professions. UA, as one of 51 other signature institutions, now has greater opportunities to hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession. These recruits are known as Spectrum Scholars and the Libraries HR Officer participates in the semi-annual Spectrum Scholars symposium during the American Library Association conferences. These symposia offer the opportunity to meet and interact with minority librarians just entering the field or looking for new environments. ARL maintains a database of position openings in ARL libraries and facilitates the pairing of stipend recipients with applicable job opportunities.
Signature libraries may also encourage current staff members who are minorities to apply for these stipends as incentives to attend a graduate library school. A mailing list of minority librarians, established through the ARL Diversity Programs Office, is used to distribute job announcements to potential candidates. In 2001, the Black Caucus of the American Library Association established a website to post job announcements and UA’s Libraries utilize this on a regular basis.

**Diverse Search Committee:** Hiring officials are requested to promote diversity on search committees and African Americans serve on EEO-1 search committees and on faculty search committees when educationally sound and practicable. C&BA employs an African-American professor of Economics who serves as Assistant Dean and as a consultant for all faculty search committees. His specific duties include assisting the college in identifying and recruiting minority faculty and graduate students. In A&S, an African-American representative served on all search committees. In order not to overtax its African-American faculty, A&S’s Associate Dean for Multicultural Affairs was appointed to serve on several search committees. His role was to make sure the advertised positions were placed in outlets with a high minority readership and to review the applicant pools for diversity. The Libraries uses a list generated by the Black Faculty and Staff Association to obtain willing minority faculty search committee members. And several deans communicate to each search committee their expectation of obtaining a diverse pool of candidates. In the School of Social Work, the affirmative action coordinator and the Affirmative Action and Cultural Diversity Committee serve as consultants to the search committees, which are provided information regarding best practices in increasing faculty and staff diversity.

**Growing Your Own:** In response to the national nursing faculty shortage, the Capstone College of Nursing (CCN) continues to use a “grow your own” faculty plan, recruiting clinically competent master’s prepared nurses and encouraging them to return to school for their doctorate. CCN works with them to take advantage of financial assistance that may be available. For example, CCN has had two African-American faculty members take advantage of this assistance through successful applications for the Federal Faculty Loan Repayment Program. This program requires that the institution match federal funds to repay existing student loans. A Hispanic faculty member received assistance under a similar program and the College provided matching funds for her as well. This year we have an Asian American faculty member.

Additional efforts to prepare students for faculty positions include an initiative in the MINT Center’s Diversity Plan (in collaboration with A&S and Engineering), which recruits promising minority research associates and grooms them for faculty positions. The UA Facilities and Grounds Departments have been working in conjunction with several campus offices and programs to increase and encourage disadvantaged and minority student’s participation in the completion of campus grounds landscape and facilities/grounds permit projects. The departments help in training and instruction of disadvantaged students in areas that will help them become self-supporting and employable by learning skills achieved while working alongside UA staff. As of result of this and other initiatives, these UA departments represent a wonderful cross-section of diverse cultures.
and backgrounds. This includes employment of Crossing Points participants, a program to train persons with disabilities how to work.

b. **Retention Strategies**

*Creating and sustaining a welcoming environment on the campus and in the community:* The initiatives and offices outlined above in the discussion of Goal Two assist with retaining a diverse campus community, including the retention of minorities.

*Mentoring:* C&BA employs an African-American professor of Economics who serves as Assistant Dean and he helps counsel and mentors minority faculty to assist them in acclimating to UA and succeeding in their academic careers. Likewise, in Nursing, an African-American faculty member who serves on the search committee mentors new faculty members, helping them initiate their scholarly trajectory. A&S’ Diversity Committee and its Associate Dean for Multicultural Affairs likewise assist in mentoring faculty. The College of Education also provides mentoring for all new faculty hires and they are encouraged to participate in grant writing and external funding workshops for the purpose of increasing their scholarly productivity, which positively impacts their applications for tenure and promotion.

*Promotions:* Seven underrepresented faculty in two colleges (A&S and Engineering) will be promoted to Associate Professor, and two minority faculty in Law and Social Work will be promoted to Professor effective August 16, 2014.

*Leadership and Professional Development:* Between Fall 2003 and Fall 2008, UA sponsored a *Leadership Academy* to provide a structured process for leadership development among faculty and staff. The Leadership Academy’s objective was to broaden participants’ understanding of leadership and UA, building the capacity for creating change, both within the institution and community. One of the workshops for each cohort was entitled “Race, Culture, and Conflict” and assisted participants in understanding race and culture issues. UA intentionally solicited a diverse group of participants: approximately 58% women and 22% minorities. In Spring 2008, the Leadership Program was downsized and restructured to provide a senior UA official as an individual mentor. Each mentor oversees an activity specific to the Fellow’s interests and aspirations as well as advises the fellow on managerial and organizational skills necessary on university campuses today. Provost Judy Bonner, based on recommendations from the Black Faculty & Staff Association, worked with Dr. Margaret King to implement a new and different leadership development program for middle managers at UA. As a result, The Leadership Academy collaborated with the College of Continuing Studies and the Office of Human Resources to launch UA’s *Leadership University* in the Fall of 2009. Leadership U is designed to provide leadership development and learning to members of management within the University of Alabama. In the 2012-13 cohort of The Leadership University, one of the 15 Fellows was African American. For the 12 member 2013-14 class, one is African American. Of the four 2012-13 Fellows selected to represent The University of Alabama at the SECAC Academic Leadership Development Program, one was African American. Finally, professional development, through UA’s tuition benefit (100% payment for up to three hours in-state tuition rate and 50% for all other hours taken), numerous management
training programs available from Human Resources Development Office, and a variety of other workshops/conferences is encouraged and available to all.

Travel and Research Support: As part of A&S’ support offered to all faculty members, with the objective of retaining them, A&S encouraged its minority faculty to attend seminars on teaching and research. Minority faculty members were encouraged to utilize the services of the College’s Teaching Fellows, to apply for participation in the grant writing workshop, and the workshop on creating Learning Outcomes for their courses. In addition, A&S provided financial assistance to several faculty members in four departments to provide support for the following: 1) Dr. Nicholas Kerr, Department of Political Science, spouse tuition support; 2) Dr. Cassander Smith, Department of English, for professional development; 3) Dr. Michelle Robinson, Department of English, for professional development; 4) Dr. Jennifer Purvis, Department of Gender and Race Studies, for attendance at the Queer Places, Practices, and Lives II, Ohio State University, Columbus, Ohio; and 5) Dr. Ariane Prohaska, Department of Criminal Justice, for a presentation accepted with a former undergraduate student about the social inequality in housing after the Tuscaloosa tornado. The conference was the ISA World Congress of Sociology, Theme: Facing an Unequal World: Challenges for a Global Sociology, Yokohama, Japan. Likewise, C&BA’s commitment to assisting minority faculty and staff in their professional development is reflected in its efforts to encourage and to stimulate success in scholarly research and publication by tenure-track faculty. Tenure-track C&BA minority faculty members apply for and receive summer research support.

The Department of Intercollegiate Athletics pays professional membership dues and coaches' association dues for any coach who desires to join professional organizations, including the Black Coaches' Association. In addition, the department pays for coaches to attend conventions and meetings of such organizations.

Publicizing accomplishments of diverse employees: To assist in its efforts to recruit and retain women and minorities and celebrate the diversity of the campus, UA is committed to publishing accolades of its diverse faculty/staff. A few examples of publicized accolades this past year include: Dr. Bobby Wilson, Professor in the Department of Geography, was awarded the Presidential Achievement Award from the American Association of Geographers for his dedication to anti-racist scholarship; Dr. Arunava Gupta, Professor of Chemistry and Chemical and Biological Engineering, was named a Distinguished University Research Professor by UA Board of Trustees; Dr. Norma Cuellar, Professor in the University of Alabama Capstone College of Nursing, was appointed to serve on the Board of Directors for the National Association of Hispanic Nurses for the 2012-2014 term; Dr. Omar Sims, Assistant Professor of Social Work, served as a member of the conference planning committee for the Third National Conference on Civil Rights, held in Mississippi in June 2013; Monique Fields, Adjunct Instructor of Journalism, shared a National Association of Black Journalists 2012 Salute to Excellence Award; Dr. Yorgo Pasadeos, Professor of Advertising and Public Relations, served as Conference Chair of the Tenth Annual Media Conference hosted by the Athens Institute
for Education and Research in Athens, Greece; Dr. Lisa Hooper, Associate Professor in Education, received the Dr. Linda Seligman Award from the American Mental Health Counselor Association for dedication and commitment to the field of counseling; Dr. Sandra Nichols, Department Chair and Associate Professor of Special Education and Multiple Abilities, was selected as 2012-13 SEC Academic Leadership Development Fellow; Ms. Lamea “Elle” Shaaban-Magana, Director of the Women’s Resource Center, was the recipient of the National Women’s Studies Association Lifetime Achievement Award; Ms. Janelle Graham, Compliance Specialist in Research Compliance, was honored as a recipient of the Sam S. May Commitment to Service Award; and Ms. Nisa Miranda serves as an Executive-on-Loan to the Economic Development Partnership of Alabama.

GOAL FOUR

Goal Four: Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community, and better prepare our students to live and work in an ever-expanding global environment.

Action Steps:
1. The University will continue to implement, revise, and review strategies to recruit and enroll a diverse student body.
2. The University will continue to implement initiatives that improve the retention and graduation rates of all students, using a variety of strategies.

A variety of university-wide and college-based initiatives are used to recruit and retain a diverse student body, and those are described in this discussion of Goal Four. Retention is also enhanced by the programs and activities described in the discussion of Goal Two above. These efforts are likewise collectively assisting in UA’s efforts to enhance the diversity of its student body, preparing UA students to live and work in a global environment.

1. University-wide Recruitment/Retention Initiatives

   a. Undergraduate Admissions Recruitment Efforts

   • The University’s African-American Advisory Board to the Undergraduate Admissions Office held its bi-annual meeting on June 25, 2012. Fourteen board members from campus and across the state convened to discuss topics such as a diversity publication critique, minority receptions, board membership, and key stakeholders in the diversity programs in Undergraduate Admissions.

   • Co-authored the Alabama College Access Challenge Grant proposal in November 2013 that was accepted and awarded the sum of $15,000 in January 2014. Funded by the Alabama Department of Education, this grant funding will go toward educating Marion
County high school students, parents and high school guidance counselors on financing their post-secondary education. More broadly; however, this particular grant addresses issues of student choice and access by removing barriers for underrepresented students while supporting existing financial service components provided by The University of Alabama. Further, this grant substantiates the University’s commitment to making higher education accessible for all Alabamians.

- Undergraduate Admissions provided staff attendance and monetary support for the Black Faculty and Staff Association’s New Student Week of Welcome Reception on August 19, 2013. This event targets new freshmen and new transfer students on campus.
- Hosted an enrollment yield event. Students from the black belt region were invited to attend a spring yield event specifically designed for in-state students; the purpose of the event was non-academic in nature, and was designed for students to experience the culture and tradition at UA, receive more information about extracurricular programs, and to spend the day exploring popular landmarks on campus.
- Hosted an on-campus event for high school guidance counselors: Guidance counselors from the Black Belt Region’s feeder schools were invited to campus, along with their spouses, for a recruitment event in April. The following schools were invited: Ramsay HS, Minor HS, Demopolis HS, & Prattville HS
- Kick-Start College: Recruiter presented to the Kick-Start college program about admission requirements and interesting facts about the Capstone. This program is an orientation event tailored for local 8th graders in the Tuscaloosa community, and is designed to give the students insight into the academic and social atmosphere at UA. The Elliott Service Honor Society sponsors this event.
- Undergraduate Admissions was represented at The Black College Expo Tour in February 2014 in the Atlanta, GA area by the Admissions Recruiter for Minority Recruitment.
- The following college fairs were attended in the Black Belt Region:
  1. Sweet Water HS [Sweet Water, AL] (Oct. 14th),
  2. Selma HS [Selma, AL] (Oct. 15th),
  3. The Birmingham Boutwell (Oct.16th & 17th),
  4. LeFlore HS [Mobile, AL] (Oct. 30th),
  5. Huffman HS [Birmingham, AL] (Nov. 6th),
  6. Woodlawn HS [Birmingham, AL] (Nov. 13th),
  7. John Essex HS [Marengo Co., AL] (Nov. 15th),
  8. Southern Academy [Bibb Co., AL] (Nov. 21st),
- Dropout Recovery Program: Recruiter attended the Dropout Recovery Program in Birmingham, AL on Jan. 10, 2014. Students had the opportunity to ask questions about Admissions, Scholarships, & Financial Aid. Students also were given information on programs that prevent them from dropping out of the High School.
• Culverhouse Majors Awareness Program: Recruiter presented for the Culverhouse Majors Awareness Program on June 20th. This program is designed for minority students who are interested in Accounting and other Business majors. The admissions recruiter presented to the student group and to the parent group that attended.

• Spring Lunches: The Recruiter provided lunch for admitted seniors at minority feeder schools (Ramsay HS, Minor HS, Demopolis HS, & Prattville HS). During this time, students were encouraged to apply for housing and register for Orientation. Students also were given a chance to ask questions.

• UA’s partnership with Hobson’s, an outside vendor, to assist with recruitment of African-American students, is continuing into its seventh year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African-American outreach on the web has several components: Targeted advertising to African-American students using Naviance that are sophomores, juniors or seniors in high school with at least a 3.0 GPA that reside in Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Washington, Wisconsin, West Virginia. (Naviance offers services for higher education institutions that simplify the process of providing up-to-date information to secondary school counselors to support the college admission process.)

• The Admissions Recruiter for Minority Recruitment presented information about admissions and enrollment to the Nsoro Precollegiate Summer Program on June 21, 2013. The program consisted of more than 40 high school students who are in foster care or are wards of the State.

• Formalized scholarship agreement with Restoration Academy that will begin in fall 2014. UA’s scholarship agreement ensures that underrepresented Birmingham area students demonstrating the work ethic and commitment to be successful in high school will receive supplemental financial resources to help them be successful at UA. In addition to committing funds to Restoration Academy students, we are furthering our commitment to the people of the state by fostering issues of access and equity.

• Admissions continues a proactive recruitment of National Achievement Scholars in Alabama and out-of-state. Forty-four National Achievement Scholars enrolled at the University for Fall 2013 and received generous scholarship packages.

• Renewed partnership with the Ventures Scholars program on September 2013. This is a national program that focuses on the recruitment of first-generation as well as underrepresented high school students interested in Science Technology Engineering & Math (STEM). With the purchase of names from Venture Scholars, we’re able to identify select students meeting these criteria and communicate scholarship opportunities as well as social and academic program offerings specific to their needs.
b. Community College and Financial Initiatives

Community College and Need-based Aid Initiative: To help UA enhance the socioeconomic diversity of its student body through recruiting and enrolling more junior college students, UA established its Alabama’s Promise Scholarship initiative to complement this important work. This need-based financial aid program guarantees financial aid covering tuition and fees for four semesters to community college transfers who are graduates of Alabama high schools, are age 25 or younger, have a 3.0 or better GPA, have a family income of $35,000 or less, and who qualify for a full Pell Grant. See http://scholarships.ua.edu/transfer/ala_promise.html for more information.

This scholarship program is in addition to the renewal of Coca-Cola First Generation Scholars program, initiated in Fall 2006, offering $5,000 scholarships to 12 students per year for four years who demonstrate financial need and are the first in his/her immediate family to attend college. Over four years, a total of 48 students will receive $20,000 in scholarships. The donation from the Coca-Cola Foundation also includes $40,000 for freshman prep classes and orientation. In Fall 2011, the Coca-Cola Foundation has renewed its commitment to this scholarship program for another four years with an additional one million dollar gift.

UA was one of two universities selected to partner with The Suder Foundation as a part of their national pilot for first generation college students, First Scholars Program. Each student receives a $5,000 scholarship, renewable each year for a total of four years. The mission of this program is to dramatically increase the graduation rates of first generation college students and the initial class of 24 entered Fall 2011. For Fall 2013, the Program has 56 students including 17 African Americans and five other minorities. For Fall 2012, the Scholars performed a total of 175 hours and 26 minutes of community service.

Office of Student Financial Aid. This office supported all student recruitment initiatives, when requested, by providing information on financial aid. Student Financial Aid applied for and was selected to be a recipient of the Opening Doors College Access Challenge Grant. This was a $15,000 grant to be used for providing FAFSA information to potentially under-represented students. The target population was Marion County. Student Financial Aid director met with the high school counselors from all Marion County schools. Federal financial aid opportunities, the process to apply and receive funding was presented. The high school counselors were then able to assist students from their schools with the FAFSA process. Student Financial Aid Advisors provided workshops for high school students and their parents. The parents that wanted to complete the FAFSA during the workshop were assisted onsite. A commercial was created regarding federal funding. This reached all viewers of WVUA.

In 2012-2013, the Office of Undergraduate Scholarship Support awarded from the Direct Student aid budget $491,913 in need-based scholarship dollars. Funds are awarded to first-year entering undergraduates who are Pell eligible, demonstrate federal need and have a high school GPA of at least 3.5 and to returning undergraduates who are Pell eligible, demonstrate federal need and have a cumulative UA GPA of at least 3.0. In addition, UA participates in the Alabama Student Assistance Program and to date has spent $179,693 providing aid to 224 low income Alabama resident students. This office supports student
recruitment initiatives by providing personnel to present information specifically on financial aid. It also made presentations to high school juniors for the College of Arts and Sciences Diversity Committee targeting students from black belt counties in Alabama. Other presentations continue to be made in the Black Belt region of Alabama. In addition, this office provides letters of support to: a) Student Support Services for funding to participate in the U.S. Department of Education –funded TRIO program; b) Graduate Assistance in Areas of National Need Program (GAANN) (in which a representative from Financial Aid serves as liaison to ensure that eligible students are being served); and c) Ronald E. McNair Post Baccalaureate Achievement Program for McNair Scholars funding. The Director of Financial Aid serves as an advisory board member and participates in meetings and provides input.

The Office of Student Financial Aid also provided assistance to the Center for Academic Success, the McNair Scholars Program and the Creative Campus Initiative by supporting and assisting with identifying the hiring of two graduate students who qualify for need based financial aid and who are funded through the Federal Work Study Program. This office also provided assistance to Student Support Services by working one on one with students in this program to assure that they benefit from all resources of need-based aid funding and by providing group discussion to assure appropriate application processing for Federal student need-based financial aid. Student Financial Aid presented financial aid information at the Accounting Career Awareness Program which is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a career in accounting. Student Financial Aid continued to assist the Alabama REACH Program in identifying and reaching out to foster care, orphans, emancipated minors, wards of the state, and homeless students to insure that their needs were being met by UA. Financial Aid provided presentation to Foster Children from the state of Alabama during their visit to UA regarding federal funding opportunities. The Admission’s office employs a counselor specifically tasked with the outreach and recruitment of minority students. Student Financial Aid supports these activities by giving presentations.

Student Financial Aid supports the Center for Ethics & Social Responsibility by providing Federal Work Study student recipients that work with Focus First Vision Screenings and Tuscaloosa Pre K Initiative.

Ethics & Social Responsibility Scholars: An innovative scholarship sponsored by the Center for Ethics & Social Responsibility serves as a tool to attract talented, bright students to UA, with special attention given to candidates from diverse racial, socioeconomic, and geographic backgrounds. Scholars may use their $4,000 funding over four years toward study abroad programs, scholarly research that may involve travel, summer internships with organizations that address significant social needs or issues, and/or projects to support community initiatives. The project that each Scholar undertakes greatly deepens his or her own academic experience and fosters a personal commitment to society.
**LSAMP Funding for Bridge to Doctorate Program & Bama Grad Expo:** UA received approximately $1 million grant funding from the Alabama Louis Stokes Alliance for Minority Participation (LSAMP) for 12 college graduates to begin graduate study in Fall 2007 in science, engineering and mathematics at UA as part of a National Science Foundation-sponsored “Bridge to the Doctorate” two-year program. A UA African-American female professor of metallurgical engineering co-authored the successful grant proposal with the Vice President for Equity and Diversity at UAB. The program provides student participants with academic and professional mentoring and immersion in the professional life of their discipline through a mentoring program, seminars and workshops, and additional research and networking opportunities. Students continuing on to a doctoral program in the sciences will be supported with research assistantships, teaching assistantships, and other graduate research fellowships. Ten *Bridge to the Doctorate* students enrolled in A&S and two in Engineering. Although the first program ended in August 2009, seven of these students stayed at UA to pursue their doctorate. In January 2010, UA was selected to host the 2010-2012 cohort of 12 students for this program. This selection was based on UA’s success with the first cohort. Because Dr. Acoff was successful in recruiting 13 students who met the criteria, then Provost Judy Bonner agreed to provide support for the one additional student. Although the funding for the program has ended, three students graduated with the Ph.D. during 2012-13 and seven others were continuing to work on their degrees at that time.

c. **University-Wide Retention Initiatives of the Offices for Academic Affairs & Student Affairs**

1) **Inside UA, UA Family Connection, and Freshman Compass Courses**

Efforts to further improve the freshman to sophomore retention rate included the continued expansion of the two web portals launched in Fall 2005 targeting freshman students and freshman parents: *Inside UA* (formerly UA Freshman Connection) and *UA Family Connection*. The web portals are dynamic and interactive sites that provide information and resources to guide first-year students and their parents through the freshman year. The program encourages engagement in the academic community and with each other. Through email outreach, the program automatically connects with students and parents and provides a real-time measure of engagement. An interactive component of the site can identify students with difficulties immediately. If a student or parent chooses not to visit the web portals, they still are connected through regular email contact.

*Inside UA* has now been incorporated into first-year academic courses. For example, this program is a supplemental instruction tool for the Freshman Compass courses. These courses focus on student success by helping first-year students acquire an orientation to the functions and resources of UA, adjust to the UA environment, establish relationships through interaction with faculty, advisors and other students, and develop essential academic skills. The interesting articles, engaging videos, and interactive assessments offered through *Inside UA* provide a dynamic platform for students to discuss and understand their transition to college. These *Freshman Compass courses* are available
to all students; however, specific recruitment efforts are made to student populations identified as “at-risk.”

This program is unique in that UA has intentionally reached out to parents as active partners in their students’ academic success. Recent retention research finds that students who experience healthy parental involvement during their freshman year yield a higher retention rate. Nation-wide, colleges are reporting an elevated level of parental involvement and contact. The UA Family Connection program creates a natural extension of the relationship started by the summer parent orientation program. Together with the recently expanded First Year Experience and Parent Program Office discussed below, parents of UA students feel like they have information and that their input and involvement is valued.

2) First Year Experience and Parent Program Office

The First Year Experience and Parent Program Office addresses the needs of parents as well as all new student, traditional freshman and transfer students, and their families. The First Year Experience and Parent Program Office facilitates the Week of Welcome, a week of social and educational programming for new students to welcome them to the campus community and help them transition to the academic culture. The parent program has expanded its scope and relationship with parents, understanding the changing nature of today’s college parent, to provide expanded orientation, a parent send-off breakfast during move-in, as well as family weekend and the parents association. See http://parentorientation.ua.edu/ for more information.

Through this expanded program, UA has developed a healthy level of involvement with UA parents in a medium that is manageable. UA uses the program to communicate grade information, special student services, housing re-contracting information, as well as information that helps parents support their first-year students. Parents have also used this tool to contact UA when they feel their son or daughter is having difficulties. UA staff follow up on the information and refer students to the academic and personal resources they need.

Overall, the dynamic nature of the program allows UA to keep in close communication with its freshman students and parents, in a medium that is comfortable and non-threatening, allowing UA to help them feel more connected to the University and providing them a resource for support.

3) Tide Early Alert Program & Midterm Grade Report

Several early alert and outreach programs are in place to intervene early in the semester with students who are experiencing academic difficulty. First, the Tide Early Alert Program reaches out and requests early identification by faculty and staff of students who are struggling in order to provide immediate intervention. Attempts are made to
identify students who within the first six weeks of the semester have received a D/F on an assignment or test, had excessive absences, or exhibit behavior inconsistent with a successful student. Students identified meet with an appropriate staff member to develop strategies for academic recovery and receive continuous support and individualized attention. Second, a *Midterm Grade Report* has been implemented, requiring instructors of 100 and 200 level courses to submit midterm grades for all students in those courses by the sixth week of the fall and spring term. Student services personnel in each college reach out to those students who have more than one C- at midterm time and work to provide the appropriate support service.

4) Living-Learning Communities, Freshman Learning Communities and Freshman Seminars

Another successful retention initiative is Housing and Residential Communities’ *Living-Learning Communities*. These programs allow students to live in residence halls for the same cost, but to also have access to educational programs and classes exclusive to each Living-Learning Community. Each community is unique, with specific requirements and living arrangements. Students may request a living-learning community when they complete the online housing application. The communities include: Parker-Adams Arts and Sciences Freshman Living-Learning Community in Harris Hall; Blount Undergraduate Initiative; Arts and Sciences Capstone Living-Learning Community in Harris Hall; Capstone Communication and Information Sciences Community in Harris Hall; Capstone Human and Environmental Sciences Community in Harris Hall; Capstone Nursing Community in Harris Hall; German House; Honors College; The Mallet Assembly; The Rotary House; Commerce And Business; and Engineering. Additional Living Learning Communities that address diversity of thought and action include the French House, an International Student Community, and an Arts and Society Community.

The *Freshman Learning Communities* (FLC) is another program that uses cohorts to approach the freshman year academic experience. The cohorts include six to twenty students per FLC. Students take at least two, and up to five, academic courses together, and a seminar taught by a full professor. The one-credit seminar topic ties the academic courses together. FLC’s are facilitated by faculty members, and no special housing is required.

*Freshman Seminars*, [http://provost.ua.edu/information/freshman-seminars/](http://provost.ua.edu/information/freshman-seminars/), are three-hour credit courses that feature special topics that often take an interdisciplinary approach to subject material. Seminars are designed to fulfill a core curriculum requirement while enhancing students’ academic and social development in addition to fostering critical thinking skills, independent research, expository writing, and in many cases, field experience.

5) Student Mentor Programs to Aid in Retention
Undergraduate Admissions partners with the Black Faculty and Staff Association to mentor African-American freshmen and transfer students. The Provost offered funds if the mentors entertained the students.

The UA Peer Mentoring program, http://bama.ua.edu/~uapeer, is coordinated by the Office of Student Involvement and sponsored by the UA Office of First Year Experience and Parent Programs, Crossroads Community Center, and the Creative Campus Initiative. Each of these departments has a strong commitment to student success and to the development of a dynamic, inclusive community of student leaders. The goals of the peer mentoring program are to build community and facilitate the development of a support network for incoming students; to allow freshmen to learn from a UA upperclassman how to navigate UA systems and resources, articulate the experiences they desire from their time at UA, and to pursue those experiences with the help and support of peers. The program was restructured as the Cultivate Peer Mentor program. This program is a six week course (optional for credit) that the mentors must complete before they are assigned to the class. Each student did a shorter version of Safe Zone training as well as diversity training that focused on intercultural communication and that articulates ideas about diversity.

6) Center for Academic Success

The Center for Academic Success (CAS) is an academic support unit within the Division of Academic Affairs. The primary mission of CAS is the delivery of high quality academic support services to UA undergraduate students as a part of UA’s plan for academic excellence. The CAS engages in a number of collaborative initiatives with other units in the Division of Academic Affairs and the Divisions of Student Affairs and Financial Affairs. The CAS maintains oversight of the Undergraduate Student Success Council. A targeted goal of this Council is to support, develop and implement programs and services strategically designed to help students achieve academic success and thereby be retained at and graduate from UA.

In addition to regularly scheduled study skills and reading proficiency workshops, supplemental instruction sessions for many quantitative UA courses, and an appointment-based individual tutorial service, the CAS fosters collaborative relationships among faculty, academic departments, and other campus service units. All CAS programs and services are for the purpose of helping students enhance academic success. The CAS is committed to providing academic support services for academically gifted students, and for students who need to strengthen their academic performance.

7) Office of the University Registrar

The Office of the University Registrar’s [OUR] mission is to help students enroll and then succeed by providing world-class customer service to faculty, staff, students, their families, and the public; with a particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, degree audit, academic

179
certification, and commencement. OUR accomplishes this mission by striving toward excellence in everything it does, challenging itself to be as efficient and effective as possible in work, seeking out new and better ways of doing business for both the internal and external customers it serves, and by creating an environment in the office and on campus which encourages growth, supports academics, respects people and their differences, promotes communication and participation, and cultivates a performance culture.

To this end, OUR first published its Strategic Plan in June 2006 and has been updated each year thereafter. A copy of the OUR Strategic Plan has been posted on the web. The plan is centered on six goals. These include: (1) satisfy customer needs, (2) enable office personnel to excel, (3) import technology, (4) import continuous process improvement, (5) optimize use of available resources, and (6) operate/sustain a quality workspace environment. In order to accomplish these goals, OUR is committed to six core organizational values. These are: (1) purposeful – committed, in partnership with its constituents, to the educational mission, (2) open – committed to free expression with civility, (3) just – committed to equality of opportunity, (4) disciplined – committed to a shared outcome achieved through shared support, (5) caring – committed to the value of the individual, and (6) celebrative – committed to the affirmation of traditions and rituals, old and new.

2. Reports from Academic Units on Diversity Recruitment/Retention Efforts

The following paragraphs summarize some initiatives reported to the Provost in the request for information on what academic units were doing to accomplish Goal Four.

a. Capstone International Center

The University of Alabama enrolled 1,537 active enrolled international students from 78 countries for the 2013-2014 school year. This population represented 4.4% of the 34,852 students enrolled at The University of Alabama for fall 2013. For complete international student and scholar statistics, see http://is.ua.edu/about-us/enrollment-scholar-data/.

Capstone International Academic Programs partners with over 20 universities in 15 countries worldwide on bilateral international exchange programs. Exchange programs allow students at UA to spend a semester or year at a partner university overseas. In return, a student from the overseas host institution attends UA for a semester or year.

b. Alabama International Trade Center (AITC)

AITC staff and services are enriched by the participation of UA minority students in the Center’s international research activities. AITC contract and grants support UA graduate and undergraduate students through internships and assistantships. Students obtain practical experience conducting foreign market research and analysis on behalf of the Center’s small business clients.
c. **College of Arts & Sciences (A&S)**

The College’s commitment to the recruitment and retention of minority students continued to receive special attention during 2013-14. As a flagship event, the College organized the Graduate Recruiting Expo (GREX - formerly Bama Grad Expo), to bring prospective graduate students on our campus so that they can meet with A&S faculty and current graduate students, learn first-hand from the Graduate School about the academic resources, research opportunities and financial assistance available in our graduate programs, and how a graduate degree from the University of Alabama can launch them towards their career goals. While open to a wider audience, the target this year was women and minorities in STEM. Out of 22 who attended, a record 10 chose to enroll at UA. The College held “Capstone Recruitment Day,” an event to recruit high school students from Tuscaloosa County and the surrounding Black Belt.

Also this past academic year, A&S representatives attended and recruited graduate students at a number of conferences in which there was a large percentage of minority students in attendance. These included the: Compact Conference for Faculty Diversity and the Annual Biomedical Research Conference for Minority Students.

During 2012-13, the College also addressed the retention of minority students. In prior years, the Associate Dean for Multicultural Affairs has met with the African-American faculty to discuss using undergraduate research as a way of retaining minority students. Also, A&S continues to encourage its minority students to reside in the Parker-Adams Living Learning Community (where research indicates social and academic success is higher) and to participate in the Freshman Learning Community Program (http://www.as.ua.edu/learningcommunities/freshman-learning-communities/). Also during 2012-13, the College provided support to minority students for a variety of purposes, including two English students and one Education student to attend and present a paper at the Annual Meeting of the National Association of African American Studies and Affiliates; a proposal submitted by Dr. Michelle Robinson, Department of English, June 2012; paid the Graduate School application fee for a student in the Department of Political Science and a student from the University of Washington; a student in the Department of Mathematics to assist in paying her tuition, July 2012; a student in the Department of Gender and Race Studies for registration fee to attend the Annual Meeting of the American Academy of Religion, November, 2012; two students in the Department of Political Science to attend and participate in the National Conference of Black Political Scientist; a book scholarship for a student in the Department of Gender and Race Studies, January 2013; a student in the Department of Chemistry to support his travel and participation in the SREB Conference, March 2013; and a student in the Department of Geography to travel to Ghana to collect data for his thesis research, May 2013.

The College awarded six Dean’s Diversity Merit Awards, a record number. The A&S Dean’s Diversity Award is specifically designed to help attract underrepresented graduate students. Each award is worth $6,000 per year add-on to any other type of
financial support (GTA, GRA, or other fellowships) and is renewable for up to three years based on satisfactory academic progress.

The College made a full-page advertisement in the program of the Alabama Academy of Science Annual Meeting. This is an academic conference for science students. A particular highlight of the conference is an Undergraduate Research Competition in order to promote the research carried out by undergraduates across the state. The ad was designed to communicate to other institutions our activities in science and allow our faculty and students to exchange ideas. It also put the College in front of high school students and, thus, served as a good recruiting mechanism.

The Associate Dean for Multicultural Affairs attended a conference in Chicago on "Diversity, Learning, and Student Success: Policy, Practice, Privilege” organized by the Association of American Colleges and Universities (AAC&U), which focused on student success interventions for first-generation students, low-income students, and students from groups that traditionally have been poorly served in higher education.

As part of its recruitment and retention efforts, the College continued to provide financial support to underrepresented groups and students. Examples include:

- Spousal tuition support for Shani Kerr (Nicholas Kerr, Department of Political Science);
- Travel support to Derrick Stokes – to attend the 40th annual national conference of the National Society of Black Engineers (NSBE);
- Book scholarship to Donita Mathis, Department of Gender and Race Studies;
- Travel support to bring potential student Briana Whiteside (Department of English);
- Tuition support for Liam Ward (Department of Art and Art History); and
- BBQ event for AL SREB and Tide Together.

The College’s Academy of Research, Scholarship, and Creative Activity (CARSCA) funded a project that allowed Dr. Roger Sidje and Dr. Priscilla Davis to conduct a pilot project at Holt Elementary School. The project was also supported by the Office of Academic Affairs Seed Funding Program on STEM in Underserved K-12 Schools in West Alabama. The project involved practicing mathematics on the iPad mini using an app developed by the Dr. Sidje. The project allowed UA faculty and students to reach out to elementary students of an underserved school in Tuscaloosa that was devastated by the tornado.

d. **Culverhouse College of Commerce and Business Administration (C&BA)**

Diversity recruiting efforts of C&BA include:

- Student volunteers returned to their high school alma maters to discuss a business major with high school juniors and seniors. C&BA encourages all students to participate, with a particular emphasis on sending diverse student teams to high schools with high minority populations. Several initiatives are taken to attract minority students to the
various doctoral programs at Culverhouse. The Assistant Dean for Diversity makes regular visits to Historically Black Colleges and Universities to recruit students. He also attends the American Economics Association’s summer minority training program each year to recruit students to the Economics program. In addition, several faculty as well as current minority doctoral students attend the Ph.D. Project conference to recruit for Culverhouse. The Ph.D. Project is a KPMG initiative held annually in Chicago that provides perspective minority doctoral candidates with a realistic preview of doctoral and academic life in business disciplines.

- The **Capstone Mentoring Information Systems Society (CMISS)** conducts 3 mentoring sessions per week for Computer Science (CS) classes required in the MIS program. These classes have been a historic deterrent to the MIS program, with a significantly higher impact on the recruiting and retention of women and ethnic minorities. The CMISS mentoring sessions improve CS course completion and performance, thus reducing those giving up on the MIS major before enrolling in MIS 295.

- The **Young Entrepreneurial Program** is sponsored during the summer with Bishop State Community College. Students from this program spend two days each summer on campus, with the UA-MIS program as their host. Students are provided a workshop environment to learn about business, careers and the value of a college degree.

- Students from UA Culverhouse School of Accountancy joined students from more than 50 top universities at the Ernst & Young “Discover Tax” Program. This event is designed to expose minority students to the advantages of pursuing a career in tax.

- The College introduced several new National Science Foundation-funded scholarships with preference given to students who are part of an underrepresented group within Information Systems, specifically women and ethnic minorities. The typical scholarship awards are $6,000 per year.

- The C&BA undergraduate scholarship program includes six scholarship funds that specifically target minority students who wish to pursue a business degree. Two of these funds have endowments totaling more than $200,000. Total distributable funds for this year was almost $45,000. Minority students also are encouraged to apply for other College-wide scholarships as well as scholarships offered within their chosen majors. Minority students are encouraged to seek all avenues of scholarship aid for which they qualify.

- The Capstone Minority Information Systems Society (CMISS) is an affinity group aimed at motivating, inspiring, and supporting minorities in information technology-related fields. While this organization is focused on minorities, there are no limitations on who can join and attend CMISS sponsored events. CMISS members participate in monthly meetings and activities focused on professional development, community service, team building, and social and business skills. Events have included dinners with alumni and industry leaders, mock interview sessions, paintball games, Relay for Life sponsorship, and donations to the West Alabama Food Bank. Through these
events, CMISS has helped more students to find their niche within the major and enabled students to meet more of their fellow classmates. Additionally, through its extensive community service projects, CMISS has helped UA MIS keep a positive image across campus.

- The Women in IT (WIT) is a student organization aimed at motivating, inspiring, and supporting women in information technology related fields. While this organization is focused on women, anyone is welcome to join. Started in the Fall of 2005, this organization is still setting its foundation and growing rapidly towards its goals. WIT members participate in monthly meetings and activities focused on professional development, outreach, community service, team building, and social and business skills. Events have included coffee breaks with industry leaders, breakfast with executives, calendar brainstorming and creation session, a trip to Sips N Strokes to network while painting a canvas, a Trivia Night for team building, and a Holiday Pajama Party. Through these events, WIT enables women to stay active in the major and ensures they can find a place they can turn to for support.

C&BA, in cooperation with the Center for Community-Based Partnerships, has also engaged in the following successful initiatives:

- **STEM Entrepreneurship Academy**—29 African American males, 19 African American females, 15 Caucasian males, and 8 Caucasian females attended the Academy from six West Alabama area high schools.

- **ALREAL Program** (workshops on entrepreneurship and college and careers, year-round school-based enterprise projects, and classroom presentations)---95 African American males, 89 African American females, 52 Caucasian males, 38 Caucasian females, and 3 Hispanic males attended this program. Seven area high schools participated from around the state.

- Assisted Entrepreneurial Internship Program (EIP) with UA Center for Green Technology—one month program to develop products and prepare pitch presentations.

- Coordinated Workshop for the University of West Alabama and Tuskegee Institute’s Youth Entrepreneurship Camp at the Edge in Tuscaloosa, AL.

- Led break-out session using REAL entrepreneurship activity and Extension Reality Check program for the Joint Leadership Development Conference for Youth, Birmingham, AL.

- Manned UA table with Admissions, Culverhouse, and STEM MBA materials and brochures (and served as a competition judge) at the ALSDE FBLA Conference in Birmingham, AL.
• Workshop Series—Teacher Training with Financial Literacy and Career Planning Curriculum Resources for the Classroom – Twenty six teachers from around the state of Alabama attended three day event on UA campus.

• ALSDE Teacher Summer Conference Workshop on REAL Entrepreneurship, Birmingham, AL.

• Small business Workshop Series, collaboration with Greene County Extension and the University of West Alabama. Eleven minority business owners and interested community members participated in the three workshops offered once per month during September, October, and November, 2013.

• Presenter for The Bridge to Economic Inclusion and Community Development Workshop—“Partnerships As A Solution”

• Served on four (Elba, Helena, Alexander City, Rainsville) Alabama Communities of Excellence assessment teams during fall, 2013.

• 2014 STEM Entrepreneurship Academy Camp, June 22-25, 2014

• Tuesdays in July: Biz 1.0—Youth Entrepreneurship Program with Selma Chamber of Commerce - 20 middle school students expected to participate in the five half day sessions with 100% minority students.

• Entrepreneurial Internship Program, July 1 – August 1, 2014 – seven students from Hale and Greene Counties are expected to participate with 100% minority students.

• Teacher training and resources on college and career, entrepreneurship activities, financial literacy (external partners hosting), July 2014, on UA campus.

• ALSDE Summer Teacher Conference Workshop on Activities-Based Learning, Birmingham AL (July 31, 2014)

In 2011-2012 and 2012-2013, C&BA faculty member, David Ford, has been the Secretary/Treasurer of the Capstone Alliance. This is the LGBTQ+ support group for students, faculty and staff that self-identify as LGBTQ or their allies. Mr. Ford has helped recruit openly Gay Assistant Professors for Education and Library Science. He also assisted with the Southeastern LGBTQ conference on the UA campus. This is the oldest and largest such conference for colleges/high school students in the United States.

C&BA’s African-American faculty play an instrumental role in recruitment of minority students. Assistant Dean Gary Hoover engages in numerous one-on-one sessions with prospective students and has established a relationship with Dr. Gregory Price of Morehouse College to talk with students of his institution as well as with Spelman and Clark Atlanta University. In addition, each year for the past 11 years, Dr. Hoover has
participated as a lecturer in the Summer Minority Program of the American Economics Association. The mission of the AEA Summer Minority Program is to provide minority undergraduate students with knowledge and skills that will make them more competitive for admission and success in graduate programs in economics. Dr. Hoover attended the program himself as a student and his annual presentation provides another opportunity to recruit minority students to the graduate programs offered at UA.

Each year for the past several years, one or more faculty members from C&BA have attended the PhD Project Conference. Attending faculty represent all C&BA PhD programs at the conference, providing interested candidates from any discipline with information on C&BA programs. These faculty then return to the College and share information with the other PhD Program Coordinators. This year, Dr. Peter Johnson (Accounting), Dr. Diane Johnson, (Management), Dr. Micki Kacmar (Management), and Dr. Emmett Lodree (Information Systems, Statistics, and Management Science) attended. Also, there were two Culverhouse PhD students who attended the conference (Reg Tucker and Karl Boulware). MGSB PhD Program Coordinators use the PhD Project and participate by: reviewing applications to the program; writing personal letters to each candidate that fits a profile, asking them to speak with representatives at the conference; searching out and meeting with candidates while attending the conference events; and following up after the conference to gauge candidate interest and, if appropriate, invite candidates to campus for interviews.

Now in its sixth year of activity, the Manderson Graduate School of Business (MGSB) Diversity Initiative continues to guide recruiting efforts, aiming to increase the diversity of UA’s MBA student body while simultaneously moving yet another step forward in the academic quality of the student body. MGSB has also begun conversations with global firms, including P&G, Kellogg’s, Accenture, and others, to identify ways that these firms who look to UA for business talent can work with UA to better achieve its mission to prepare excellent students, especially minority students.

Beyond the MGSB Diversity Initiative, students and faculty continue to attend national meetings of the National Black MBA Association and participate in the NBMBAA Case Competition. Students find participation in these organizations beneficial to their professional development. Faculty and staff continue to look for opportunities to help with recruiting and placement.

The EFLS department had more African American PhD students on the economics job market than any other economics program in the country (four). In terms of job placements, they are as follows: Karl Boulware, Wesleyan University, where he will be an Assistant Professor of Economics; E.J. Ume, University of Miami, Ohio, where he will be an Assistant Professor of
Economics; Jared Levantg, Mississippi State University, where he will be a Temporary Instructor; Miesha Williams, who will likely accept a Temporary Instructor position, also at Mississippi State.

Shane Stinson attended the UA safe zone training last fall and agreed to be a student ally/contact person.

Gary Taylor, as Beta Alpha Psi advisor, took a BAP member almost every Friday of fall 2013 to teach accounting to two students at Holt High School, one of whom was a minority.

Peter Johnson served on the Diversity Section as the Membership Committee Chairperson for the AAA. He helped to plan the mid-year meetings in Atlanta GA in October 2013. He also continues to mentor minority students through the accounting program.

David Ford is secretary/treasurer for UA’s Capstone Alliance program, which serves faculty, staff, and graduate students.

C&BA Scholarships totaled $425,824 for both undergraduate and graduate students for the 2013-2014 academic year. Minority students are encouraged to apply for College-wide scholarships, scholarships offered within their chosen majors, and to seek all avenues of scholarship aid for which they qualify. A few of the many donor-created scholarship funds in C&BA specifically target underrepresented students, helping to maintain a level of diversity within the college that will enhance the education of all UA students and prepare C&BA students for the diversity they will encounter upon graduation. In addition, the Culverhouse School of Accountancy seeks early identification of minority students with an interest in accounting and provides scholarship support for promising minority students and the School assists minority students in applying for scholarships provided by external organizations, such as those provided by the AICPA, the Hispanic Scholarship Fund, and the McNair Scholarships Program. The School of Accountancy also provided a new tutoring program, funded by Ernst & Young, for first generation college students taking intermediate accounting. Several majors, such as Health Care Management in which 25% of its majors are African-American or other minority students, have actively promoted student participation in minority-focused internship programs.

- **College of Community and Health Sciences (CCHS)**

  CCHS’s primary mission is centered toward a first class medical teaching facility that specializes in producing physicians committed to meeting the primary care needs of Alabama, especially the rural parts of Alabama. The Community and Rural Medicine department is strategically geared toward recruiting rural and specifically minority students for its programs. The Rural Health Scholars program recruits students from underserved rural populations and provides them with activities in high school and college, placing them on track for medical school. Rural medicine programs include the Institute for Rural Health Research, Rural Medicine Clerkship, Rural Family Medicine Clerkship, Minority Rural Health Pipeline, Rural Health Scholars, Rural Medical Scholars and the newly initiated Tuscaloosa Experience in Rural Medicine (TERM). In addition to TERM, the
College has partnered with or initiated rural clinic experiences for our residents. The Rural Health Leaders Pipeline was recognized nationally with an Outstanding Rural Health Program Award from the National Rural Health Association at the NRHA’s 36th Annual Rural Health Conference. The pipeline is a sequence of programs designed to recruit students from rural areas in Alabama and help them prepare to become rural physicians and other needed health professionals. Hundreds of Alabama high school and college students have participated in the programs and are now practicing in rural Alabama communities. Studies show that rural students are more likely to return to rural areas to practice.

The Rural Master’s Degree Program recruits post-baccalaureate students with a course of study that will provide a minimum of two semesters and training for the MCAT for students seeking to enter the health professions via medicine or allied health fields.

The goal of the West Alabama Health Scholars Program (Hale, Fayette and Pickens Counties) is to nurture and promote the health care aspirations of students through partnerships involving local schools, health care facilities, health professionals, and regional colleges and universities. The plan employs summer program experiences to prepare students to compete for the Rural Health Scholars program when they reach 11th grade. The expected outcome is an increased number of students entering health care career training and taking positions in the local health care industry.

The UASOM Medical School curriculum requires student participation in lectures and experiences that are integrated into their clinical coursework on cultural competency and provides lectures on diversity challenges affecting minorities entering and completing medical school. Medical students participate in a regular Dean’s Hour and one of the topics this year was on Perspectives of Diversity in Medical Education.

e. College of Communication and Information Sciences (C&IS)

College Diversity Plan Accomplishments: After faculty and staff unanimously approved the College’s Diversity Plan in January 2008, C&IS has frequently assessed its diversity efforts, specifically reviewing its progress with increasing the number of diverse students and building an enriched intellectual environment that promotes the investigation and expression of diverse ideas. The College is continuing to explore ways to recruit and retain minority students, including continuing to send representatives to college recruiting fairs that attracted a large number of minority students (i.e., National Association for College Admission Counseling and the National Scholarship Service NSSFNS college recruiting fair). The College will continue to use its Multicultural Journalism Workshop and ASPA workshops to recruit minority students. Rising seniors attending these 2012 programs will receive follow-up letters and at least one telephone call during the year. In addition, the College will continue its efforts to recruit minority graduate students by placing online ads with a link to a diversity-related listserv, visiting HBCUs, and attending national conferences attended by African-American and Hispanic journalists.
The College continues its efforts to identify at-risk students and the College’s advisors refer at-risk students to UA’s Center for Academic Success. In addition, students are advised to register for one of the study skills courses: BCE101, BPE110 or NEW 222. The College works with students enrolled in the Crimson Edge program, making sure that their first semester schedules are not beyond their intellectual capabilities and that subsequent problems are identified and remedied early. Such actions should improve retention and time to completion rates.

The Department of Journalism measures diversity as a student-learning outcome. Such a measure is consistent with reaccreditation standards set by the Accrediting Council of Education in Journalism and Mass Communication (AECJMC).

The College’s faculty organized or partnered with other organizations the following diversity-related events for the University community. The College’s Communication and Diversity Forum, a cross-disciplinary initiative for discussing, researching and engaging in creative activities that address the intersection of diversity in all forms, organized the fourth “Discerning Diverse Voices: Communication & Information Symposium on Diversity” in March 2013. This year featured the screening and discussion of the much-acclaimed film CRISIS: Behind a Presidential Decision; a presentation by Barnett Wright, author of the newly-released book *1963: How the Birmingham Civil Rights Movement Changed America and the World*. Collectively, these events attracted more than 300 students, faculty and members of the Tuscaloosa community. Attendance to these events increases each year. It is believed that, combined with diversity concepts that are woven throughout the college’s curriculum, these events will increase students’ understanding, and hopefully, appreciation of diversity.

Diversity, as well as developing ways for students to understand and appreciate a diverse and global society, are important elements of the C&IS curriculum. As noted in the discussion in Goal 2, the College continues to participate in University-sponsored programs and events directly related to promoting diversity and its faculty is actively engaged in diversity-related research topics. The College’s graduate faculty encourages and assists doctoral candidates to conduct research related to diversity in our global society.

The College continues its efforts to make sure graduate and undergraduate minority students receive regional and national recognition for their academic excellence and contributions to the community. This year’s award-winning students include two students from UA’s Department of Advertising and Public Relations who were awarded the prestigious scholarship, The LaGrant Foundation Award for ethnic minority students studying advertising, marketing or public relations. Another student is the recipient of CBS 42’s parent company LIN Media’s 2013 Minority Broadcast Scholarship and Training Program. First in his family to attend college, this student will receive training in a paid broadcasting internship in Savannah, Georgia.
The students in the College are encouraged to pursue service and research projects that study or serve diverse populations and thereby enhance the educational experience and sensitivity of the students to viewpoints and experiences that are different from their own. Some examples of such projects include the following:

- Ellisa Bray, a journalism freshman from Houston, Texas, won second place in the Fine Arts & Humanities category as an Emerging Scholar for his presentation on "The Black Twitter Phenomenon" at the Undergraduate Research and Creative Activity Conference in April.
- Journalism majors Mazie Bryant, Abbey Crain, and Matt Ford won the 2014 Ancil Payne Award for Ethics in Journalism for “The Final Barrier,” a report in The Crimson White that shed light on racial discrimination in UA’s Greek system. The award was a national honor bestowed by the University of Oregon School of Journalism and Communication. Bryant, Crain, and Ford also won the 2013 College Press Freedom Award for their work on “The Final Barrier.” This was also a national award, presented by the Student Press Law Center to student journalists who pursued difficult stories in the face of adversity. The three also won first place for the report in the “Best Public Service” category at the Southeastern Journalism Conference.
- Senior Journalism Major Abbey Crain was chosen as journalist of the year by the Southeastern Journalism Conference, recognizing her work on “The Final Barrier.”
- Andrienne Gates, an advertising major, was named one of the American Advertising Federation’s 50 Most Promising Minority Students. The award featured a trip to New York City to meet with advertising professionals and to receive advice from current leaders of color in the ad industry.
- Catie Malone, a 2013 MA graduate and adjunct instructor in the Communication Studies department, received the top faculty paper award for her essay, “Going Down to New Orleans: How Class and Race Work Together in Disney’s The Princess and the Frog,” from the Southern States Communication Association Convention.
- Courtney McCall, a December 2013 advertising graduate, was selected to participate in the Multicultural Advertising intern program. Courtney’s internship is with Commonwealth, an agency in Detroit. McCall also was selected, along with Antwon Key, a May 2104 advertising graduate and now a graduate student in Communication Studies, to attend the (W)Here Are All The Black People(?) Creative Career Fair in New York City, sponsored by The One Club.
- Ryan Phillips, a journalism master’s student from Coker, won first place at the 2014 American Journalism History Association Southeast Symposium for a research paper that focused on journalism produced by the mentally ill. The paper was titled “A Newspaper Experiment: The Alabama Insane Hospital’s Patient-run Publication, The Meteor, and its Editor.”
- Daniel Roth, a senior telecommunication and film major, was named a winner in the “Best Use of Multimedia” category for the 2013 National Society of Professional Journalists Mark of Excellence Awards. Roth, the 2013-14 video editor for The Crimson White, was honored for his multimedia package “Stepping Through,” which examines racial progress at UA during the 50 years since desegregation and the remaining challenges.
- Angela Veloza and Benjamin T. Ladrillono were selected from a nationwide pool of
applicants to receive LaGrant Foundation scholarships. In addition to the financial award, recipients receive an expenses paid trip to participate in career development workshops with industry professionals.

- M.A. candidate in Communication Studies Colin Whitworth was awarded the *Marsha Houston Award for Outstanding Student Work in Social Justice and Diversity.*

*Diversity and cross-cultural communication in the curriculum.* Diversity content and multicultural perspectives are an important part of many of the College’s courses. In recognition of that, the College faculty have been engaged in discussions about a way to formally recognize students who have taken courses that prepare them for a workplace or post-baccalaureate experiences where they interacts with those from backgrounds different from their own. A result of these discussions is the Communication and Information Sciences Diversity Distinction, which will be an honor bestowed at Honors Day that students can put on their resumes. Beginning in the Fall 2014 semester, undergraduate students may work toward achieving this distinction by selecting College courses that are diversity-related or that involve diversity projects. One course is an internship or practical experience that involves students putting into action the diversity principles learned in their courses. At the end of their tenure, students receiving this distinction must prepare a short reflective essay tying together all that they have learned. The first students receiving the C&IS Diversity Distinction graduate in Spring 2015.

Some of the courses they will take appear in the list below of College's courses where students examined, discussed and carried out diversity-related assignments in the past year.

- **APR 221 Introduction to Advertising**: Dr. Joseph Phelps incorporated multiple discussions sensitizing students to the need to understand the multicultural world in which they live and the specific audiences for which they will be creating advertising messages. For instance, students should understand how an individual’s beliefs and values influence consumption behavior and the reactions to specific messages. They should also understand the influence of culture and societal norms.

- **APR 231 Introduction to Public Relations**: Dr William Gonzenbach had students complete readings and participate in class discussion regarding diverse publics and target audiences with a focus on the factors of age, gender, race and ethnic identification.

- **APR 332 Public Relations Writing**  Tracy Sims (Note that there are multiple sections and multiple relevant projects discussed in the paragraphs that follow) Sims teaches the “Diversity” chapter in Marsh, Guth and Poovey Short's *Strategic Writing* within the first couple of weeks of class. It covers diversity in strategic communication staffs, diversity in sources of information and diversity in target audiences. As part of the service-learning component of the course, she looks for nonprofit organizations whose clientele enable the students to consider diverse audiences as they developed class assignments for the organizations.
  - One section partnered with Easter Seals West Alabama to produce promotional campaigns for its Future Promise program, which provides services to youth at risk of dropping out of high school and to those who have dropped out, including GED preparation and job search training.
One section focused on promoting the Autism Society of Alabama’s Tuscaloosa Walk for Autism and other Autism Awareness Month activities in the area. The students encouraged fraternities, sororities and local businesses to light it up blue for the month of April (for example, Midtown Village in Tuscaloosa changed its fountain light to blue) and garnered media coverage of the walk in *The Tuscaloosa News*, on radio stations and on WVUA First at Four and evening news segments. The Tuscaloosa Walk exceeded fundraising expectations, earning $11,645 and outperforming the 2012 and 2011 totals of $2371 and $7556, respectively.

Later sections continued the partnership with the Autism Society of Alabama. In one, class writing assignments focused on promoting ASA’s largest annual fundraiser (Gridiron Gala) and the Safety Net Campaign, which included the Project Lifesaver program that equips individuals who tend to wander from safety with radio frequency bracelets that help to locate them quickly. The students revised semester assignments and added new tactics such as feature stories for their final communication plans on promoting the Safety Net campaign. In the other, the ASA students focused on promoting Alabama Interagency Autism Coordinating Council’s Autism Friendly Alabama pilot program (the Autism Society is a member of the AIACC), which included developing a logo for the AFA initiative. The students also focused their final communication plans on Autism Friendly Alabama, revising the semester’s assignments and adding new tactics such as brochures.

One section partnered with Druid City Garden Project, a nonprofit that uses school gardens, farm stands and educational programs to help diverse communities in Alabama build vibrant food systems. The students focused on promoting DCGP’s largest fundraiser, the Garden Party. The students also revised the term’s assignment and added additional tactics to their final communication plans for promoting the Garden Party. Using student-produced materials, the client garnered news coverage in *The Tuscaloosa News*, *The Crimson White*, *The Republic*, al.com and Topix. TV and radio coverage included ABC 33/40’s Talk of Alabama, WVUA’s First at Four, Fox 6 and all Clear Channel radio stations. The client reported a net gain of $23,500 (goal was $11,000) with 500+ guests in attendance.

A later section continued the partnership with DCGP to investigate replacements for the spring fundraiser that DCGP was no longer having due to venue unavailability. After each student group decided on a fundraiser idea and received the client’s approval, they developed both individual media kits and group promotional campaigns for those proposed fundraisers. They presented their group promotional campaigns to the client and received immediate feedback; they then revised the campaigns and submitted them to the client for possible use. The students focused their final communication plans on promoting the fall DCGP fundraiser, the Garden Party, per the client’s request.

**APR 419 Advanced Public Relations Development** Susan Daria specifically chooses examples of advertising and PR efforts that spotlight diverse talent, efforts to increase diversity in the industry and specific organizations that are owed by or feature people of color in upper management.
• **APR 415 Online Magazine Writing** Students in Tracy Sims class are encouraged to explore topics of diversity in public relations in their Platform Magazine articles and blog posts for the semester. The first couple of weeks of class are devoted to discussions of ethical leadership and best practices in public relations and incorporating diverse perspectives in article and blog topics and sources (primary and secondary). For example, the fall 2013 and spring 2014 issues contained articles and blog posts on millennials in the workplace, service learning in PR programs, “Black Twitter,” the Southern Poverty Law Center, the “renaissance” of Birmingham, Ala., and multilingual skills.

• **APR 432: PR Management** Students in Dr. Karla Gower’s class presented a case study on Subaru and GLAAD, which outlined best practices when communicating with diverse publics. In addition, the class read an article discussing the news releases of the National Organization for Women from a framing perspective. The class also spends time on understanding and working with different societal and organizational cultures.

• **APR 570: Contemporary Advertising and Public Relations** In Dr. Meg Lamme’s class, case study team project topics included timely reputation and advocacy issues that had been under discussion in the advertising and public relations fields. A few examples include Paula Deen and her downfall from racist comments; Malala Yousafzai, the young education activist in Pakistan who survived a bullet to the head by the Taliban; Angelina Jolie’s advocacy for mastectomy as a solution to genetic predispositions for breast cancer; Boy Scouts of America’s challenge to gay men and boys. In developing these case studies, students were required to consider background and context concerning what happened and how the topic emerged; media coverage (traditional and electronic), including trade press, if appropriate; social media; stakeholder groups (e.g., internal and external supporters and opponents); and relevant organizational, cultural, and/or reputational factors. Final projects in this class consisted of group assignments in which each group was charged with developing a residential recruitment and/or tourism/travel promotional campaign for one of three U.S. cities in decline. In each of the three cases, however, the city’s own racial, ethnic, cultural, and/or religious identity or heritage posed opportunities for engagement: El Paso, Texas; Detroit, Michigan; Cleveland, Ohio.

• **APR 582: Advertising and Public Relations Management** Dr. Meg Lamme’s lectures address cross-cultural considerations in management (geographic as well as organizational), working across internal stakeholder groups that might encompass LGBTQ, race, age, ethnicity, religion, disability, for example, and ensuring adherence to ADA, ADEA, FMLA, and EEOC. Readings and discussions concerned multinational perspectives in regard to management as well as the ways in which considerations for strategy and outreach are grounded in organizational cultures (which are also informed by culture/geography). Readings included, for example, Johnson and Erb’s 2011 white paper, “Emotional Intelligence in the Workplace”; Matthews, Zeidner, and Roberts’ 2012 *Emotional Intelligence 101*; Trompeneaars and Hampden-Turner’s 2012 *Riding the Waves of Culture: Understanding Diversity in Global Business*; Adam Grant’s 2014 *Atlantic* piece, “The Dark Side of Emotional Intelligence”; Elise Hu’s 2013 blog, “Microsoft vs. Medium: A Tale of Two Office Cultures”; Glenn Llopis’s 2012 *Forbes* piece, “5 Ways to Lead with Emotional Intelligence -- and Boost Productivity.”
• **APR 583 Research Applications in Advertising and Public Relations.** This course requires students to design and conduct an independent research project. Two course projects conducted under the Direction Dr. Lance Kinney included diversity as major research issues. "Social Identity Theory and Cross-Race Endorsement of Non-Profit Medical Groups" was an experiment pairing athletes of different races with medical groups devoted to diseases common with specific racial groups, cystic fibrosis and sickle cell anemia. A second project, “Olympic Advertisement Gender Targeting During the 2014 Winter Olympic Games,” examined gender stereotypes presented during ads aired during NBC’s primetime coverage of this event.

• **CIS 650 Doctoral Seminar (Sports Media)** Dr. Andy Billings spent one-third of this doctoral seminar discussing research in the area of diversity in sports and sports reporting.

• **CIS 601 Pedagogy.** In this class, aimed at improving the teaching techniques of the College’s doctoral students, Dr. Chris Roberts devoted a week to a discussion of diversity, including a requirement that students submit an example of “a potential problem of sensitivity or discrimination in the classroom.”

• **CIS 650 – Research Seminar: Intercultural Communication** (diversity focused course). One new section of this was titled *Constructions of Black Women in Film*. This class looks at images and representations of black women in American films. Students are directed to trace, discuss, critique, and analyze films that feature black female leads and tell black women’s stories to interrogate how those representations reinforce and/or defy stereotypes.

• **COM 100 – Rhetoric and Society** (diversity made up 60% of topics)

• **COM 155 — Freshmen Seminar: Anticipating Madam President** (diversity focused course)

• **COM 295 – Special Topics: Survey of Sport and Communication** (diversity made up 40% of topics)

• **COM 342 – Rhetoric and Social Protest** (diversity focused course)

• **COM 413 – Communication and Diversity.** In this class, students study and analyze issues of diversity as they relate to groups in society and in communication. While learning about the social constructions of difference students also learn about how those constructions influence the experiences of both dominant and non-dominant groups. Topics of social identity difference in the class include (but is not limited to) race/ethnicity, class, sexuality, ability and age.

• **COM 415 – African American Rhetoric** (diversity focused W course)

• **COM 425/525 – Gender & Political Communication** (diversity focused course)

• **COM 465/565 – Intercultural Communication** (diversity focused W course)

• (new) **COM 467/567 – Rhetoric and the Law** (diversity made up 75% of topics)

• (new) **COM 495 – Critical Whiteness Theory** (diversity focused course)

• **COM 495/595 – Special Topics: Black Women’s Stories.** This class focuses on the recorded lived experiences and thematic issues of oppression of black women in the United States. Students use narrative theory and black feminist thought to interrogate the lives and common themes that emerge when black women attempt to make sense of their experiences through a race and gendered lens.
• **COM 499 – Capstone Seminar** (Fall 2013). This section had a focus on that which made use of the Schoolhouse Door 50th Anniversary events campus-wide.

• **COM 513 – Communication and Diversity.** In this course, diversity and difference are approached through the lens of identity and media, encouraging graduate students to critically engage the ways culture influences and is influenced by our increasingly diverse population. Students engage personal narrative texts and wrestle with theories of social construction, intersectionality and dissonance to interrogate the ways that such factors as patriarchy, racism, sexism, classism, ageism, homophobia, ethnocentrism, impact our understanding of difference.

• **COM 541 – Contemporary Rhetorical Theory** (diversity made up 40% of topics)

• (new) **COM 595 – (On-line) Beyond Sapphire & Jezebel: Rep. of Black Women in Film** (diversity focused course)

• **JN 200 Introduction to Journalism.** This core curriculum course includes a section on the early black press, and the class also read an article about the first African-American member of the White House Press Corps. Other diversity-themed lessons included readings on black journalists leaving mainstream media to go to historically black publications, and President Obama’s policies of giving the minority press access and hiring a staff person to work with members of the minority media.

• **JN 311 News Reporting and Writing.** Summer sections provided special coverage of “Through the Doors” events marking the 50th anniversary of the integration of the University of Alabama. Students visited and produced a breaking news story on the opening of a Birmingham News exhibit of civil rights-era photos on display at the Bryant Conference Center. The course includes a lecture and exercises on covering diversity each semester.

• **JN 382 International Journalism** (group independent study). Dr. Kim Bissell traveled to Washington state and Canada with a group of students. As in all travel journalism courses, students were encouraged to report on the uniqueness of the culture they experienced and to find the best ways to translate this culture to readers in Alabama. Students wrote magazine stories, developed visuals, and designed a six-page spread for publication in a local city magazine.

• **JN436/536 Teaching Journalism.** This course includes a unit on coverage and inclusion of minorities and increasing diversity of scholastic journalism.

• **JN 491 Anatomy of a Trial.** Department instructor Chip Brantley, along with TCF instructor Andy Grace, launched a new year-long service-learning course, “Anatomy of a Trial,” in which a diverse group of students from across the University examined a single death-row case in Alabama. Social justice was a central idea in the course, as the students analyzed, and engaged in critical thinking about, the fact that a disproportionately high number of death row inmates are minorities. The class tangled with its own racial biases and grappled with how to talk about race in the public-facing narrative. The class built out a web-based story for the project, which will be published in late 2014 and early 2015.

• **JN 552 Journalism Theory and Research.** Dr. Wilson Lowrey took students to hear a presentation on “The Final Barrier” story by both professional and college journalists. Students discussed the challenges that community journalists face in negotiating the normative boundaries around their “community.” The discussed ways to represent
marginalized populations within a community, when also negotiating the community’s political-economic power structure.

- **JN 562 Contemporary Issues in Journalism.** Dr. Chris Roberts devoted a week to discussion of diversity and the ethical challenges of representing diversity in the news. Photojournalist and journalism professor Gabriel Tait (Arkansas State University) spoke to the class on photographic representation of minorities.

- **MC 101 Introduction to Mass Communication.** Dr. Chris Roberts discussed the “Final Barrier” story in the context of ethics -- diversity, moral development, and loyalties – in his MC 101 classes. He also discussed this topic when he served as a guest speaker in JN 311 and JN 200. In another section, taught by Dr. William Gonzenbach, students examine through course readings and class discussion topics of ethic, race and gender issues across traditional media, specifically newspapers, magazines, film, radio and television.

- **MC 409 Mass Communication History** Dr. Meg Lamme’s lectures address “other voices” in mass communication history, such as American Indians, African-Americans, Hispanics, as well as historiographical trends across the 20th century that broadened history to include people and events that had been otherwise marginalized by the dominant Northeastern academic schools of thoughts up to that point. Additionally, in each class, students are required to read and critique a media history book of their choice. Selections include works that largely fit into four categories:
  - Studies that engage the media as the dominant primary source to investigate a topic (e.g., Erika Engstrom’s 2012 *The Bride Factory: Mass Media Portrayals of Women and Weddings*, Jane Marcellus’ 2010 *Business Girls and Two-Job Wives: Emerging Media Stereotypes of Employed Women*),
  - Studies that critically examine the role of the media as an actor within a larger event (e.g., Robert Trumbour’s 2006 *The New Cathedrals: Politics and Media in the History of Stadium Construction*, Celeste Gonzalez’s 2012 “Muy Buenas Noches”: *Mexico, Television, and the Cold War*, Brian Carroll’s 2006 *When to Stop the Cheering: The Black Press, the Black Community & the Integration of Professional Baseball*),
  - Studies that focus on influences within mass communication but outside the media proper (e.g., Richard Popp’s 2012 *The Holiday Makers: Magazines, Advertising, and Mass Tourism in Postwar America*, Juliann Sivulka’s 2009 *Ad Women: How They Impact What We Need, Want, and Buy*, and Mordecai Lee’s 2012 *Promoting the War Effort: Robert Horton and Federal Propaganda, 1938-1946*).

In the class, students choose their own topic for their final media history research topic. This year, those projects included American Indian Jim Thorpe; the backlash against Gone With the Wind at the time of its publication and in the years surrounding the film’s release in 1939; Black women in film; the Harlem Renaissance and film; sitcoms
of the 1990s featuring predominantly black casts; racial stereotypes in Disney animated films; women characters in Disney; and the debunking process of the HIV/AIDS virus as the “gay plague” in the late 1980s and early 1990s.

- **MC 401. Mass Communication Law and Policy.** Dr. Matt Bunker included substantial diversity-related course content, particularly around First Amendment issues. He also discussed LBGT issues in the context of defamation law.

- **MC 495 Race, Gender and Media.** Students in Dr. Daniels’ MC 495 class produced six-word essays on their experience with Race in America as part of the national "Race Card Project” spearheaded by NPR’s Michele Norris. The students attended Michele Norris’ lecture in March 2014. The essays are displayed on a bulletin board in Reese Phifer Hall.

- **TCF 100 Intro to Story.** Dr. Kristen Warner includes lectures on racial diversity and how race affects casting and story.

- **TCF 112 Motion Picture History and Development.** Dr. Kristen Warner includes a section on racial diversity and on alternative models of distribution for African-American film.

- **TCF 310 Telecommunication Programming.** Elizabeth Brock include analysis of gender and race in television programming, as well as the history and development of minority-owned-and-targeted cable networks, such as Black Entertainment Network.

- **TCF 311 Critical Studies in Television.** Dr. Jeremy Butler spent one week on the topic of "Discourse & Identity: Gender and Queer Theory" and another week on the topic of "Discourse & Identity: Race and Ethnicity."

- **TCF 331 Introduction to Reporting.** Dr. Chandra Clark discussed diversity and objectivity in journalism.

- **TCF 332 Fundamentals of Electronic News.** Dr. Pam Tran taught on ethics and diversity in news.

- **TCF 333 Advanced Electronic News.** Dr. Michael Bruce introduced current topics for discussion such as LA Clippers Owner, Donald Sterling’s comments about African Americans; Michael Sam, 1st openly gay college/NFL football player; and Richie Incognito’s racial remarks to Miami Dolphins teammate.

- **TCF 340 International Cinema: The French Film.** Dr. Jeremy Butler spent the entire semester exploring cultural diversity--i.e., French culture of the 20th century. This focused on gender identity in the films of Agnès Varda, Claire Denis and Jean-Luc Godard.

- **TCF 389 Special Topics: Documentary Ethics.** Professor Nick Corrao screened films covering topics such as: poverty, racism in schools, racism in the legal system, discrimination based on race and/or gender, civil rights history in the American South, abuse against women in the Middle East, abuse of the developmentally disabled, and racial genocide.

- **TCF 440/540 Seminar in American Cinema.** This course featured discussions about race in film, anchored in the two versions of *Imitation of Life*. It also included discussions about gender identity in terms of the representation of women in two genres (film noir and melodrama) and in the films of two directors (Howard Hawks and Douglas Sirk) and discussions about gender and the star system. Taught by Dr. Jeremy Butler.
• **TCF 444/544 Seminar in Special Topics** (Social Media). Dr. Yonghwan Kim incorporated diversity research contexts and issues for seminar sessions, including cross-cultural comparative studies on social media use (e.g., international contexts) and the relationship between race/gender and social media use.

• **TCF 444/544 Seminar in Special Topics** (Race and Gender in Film and Television). Dr. Kristen Warner teaches on topics related to racial and gender diversity as well as other intersections of sexuality, class, ableism, etc.

• **TCF 445 Telecommunication Media Management.** Elizabeth Brock include analysis of development of minority-owned-and-targeted cable networks, such as Black Entertainment Network.

• **TCF 553 Humor in American Television.** Dr. Jeremy Butler led this course into discussions about race, ethnicity, gender and social class in the context of U.S. TV comedy.

The College’s **Multicultural Journalism Workshop**, funded by the Dow Jones Newspaper Fund, CIS, the Alabama Press Association and other media organizations, has been presented for the past 30 years. This program, in which approximately 20 students attend an all-expense paid workshop during the summer, encourages underrepresented groups to consider journalism as a career and helps increase enrollment of minorities in higher education in general and UA in particular. Another result of the MJW program is a dramatic increase in “quality” job placements of minority students in the journalism field from among UA graduates. In 2013, students in the program traveled to Tuscaloosa and Birmingham, and covered the 50th anniversary of civil rights events in both places, and also met people involved in the Civil Rights Movement. They visited the Birmingham Civil Rights Museum, Tuscaloosa’s Foster Auditorium and other civil rights landmarks. They took part in UA’s “Through the Doors” 50th anniversary celebration and, as always, produced a newspaper and website. They also met people involved in prosecuting the Birmingham 16th Street Church bombers, as well as former Negro League baseball players. Kailin Tate, a student participant in the Multicultural Journalism Workshop, was named a national winner in the national Dow Jones News Fund 2013 Summer Workshop journalism contest. Tate placed for a multimedia site about 50th anniversary events to commemorate Civil Rights history.

The Center for Public Television and Radio works with College faculty in recruiting and training a diverse group of students in all phases of television and radio production, from program development to production to broadcasting technology to administrative support. In addition, as adjunct faculty, routinely CPT&R staff includes books, articles, films and other media that focus on issues relevant to diversity. Dwight Cammeron’s documentary class includes a variety of non-fiction films exploring a wide range of ethnic, gender, socioeconomic, and lifestyle issues. Elizabeth Brock’s class on media programming includes analysis of gender and race in television programming, as well as the history and development of non-traditional cable networks.

Alabama Public Radio offers listeners throughout much of Alabama a diverse schedule of national and local news, as well as music and entertainment. The station was honored with four
Edward R. Murrow Awards as well as a national Sigma Delta Chi Award for its outstanding coverage of Alabama events.

f. **College of Continuing Studies**

Members of the senior community took charge of their learning as participants in Osher Lifelong Learning Institute (OLLI) programs. The over 1300 individuals in OLLI elected board members who determined learning programs for the year, identified instructors, coordinated facilities with UA’s College of Continuing Studies, and engaged with each other as a cohesive community. The program is distinguished by the volunteer efforts of its participants and promotes a culture of healthy and successful aging.

g. **College of Education**

The College of Education participates in the national Holmes Scholars Program. Holmes Scholars are doctoral students who come from backgrounds underrepresented in the professorate. The College of Education provides two Holmes Scholars with assistantships as well as professional development and travel funding during their participation in the program.

The COE offered an inquiry-based course, *Redefining Diversity on Campus* that focused on understanding ways in which social stratification that perpetuates the persistence of inequality in the broader society as reflected and reproduced in campus systems of tradition and color-blind policies. Students selected a current educational issue and examined how they came to view themselves as members of the university community.

The COE offered Freshmen Learning Community Teacher Cadet Class. The class was designed to help Teacher Cadets explore aspects of class and culture and how the changing classroom demographics are expected to impact the future of K-12 public education. The Cadet Leader in the Freshmen Learning Community for Teacher Cadets is an African American majoring in Elementary education. She is one of several African American students who are formally or informally mentored by the office throughout the school year.

Coursework in the Department of ELPTS focuses on issues of access and professionalization. AHE 603, College and University Teaching, includes examination of “learning and diversity.” The Educational Leadership program’s degrees all include courses that examine school communities, both internal and external, in order to sustain the program’s goals to “foster democratic communities, and promote social justice.” The new department chair has also initiated a database project that identifies applicants, admitted applicants, matriculated applicants, enrolled students, and graduates, by a variety of characteristics, including race and ethnicity. This database is still in development but represents an important first step in understanding prospective and enrolled students.

In the spring of 2014, several UA Special Education majors interned overseas. Faculty in SPEMA also hosted a Russian Delegation on the topic of educational services for person with disabilities. Two doctoral students in Special Education joined Drs. Siders and Mutua in
the discussion of the CrossingPoints Program, Best Buddies organization, and the Special Olympics College UA initiative.

The Office of International Programs (OIP) hosted a delegation of Chinese educational leaders from Shanghai University that led to a partnership with Shanghai University involving faculty and student exchanges, research collaboratives and more. The partnership was certified with an MOU signed at a ceremony with the Dean and others in China. The College will also be hosting a visiting scholar from China this fall. The OIP also sends UA faculty to several Latin American school sites to teach classes in a distance education degree program.

h. **College of Engineering**

The College of Engineering engages in a number of initiatives to recruit and retain a diverse group of students and to ensure that students obtain the broad education necessary for engineering graduates to function in a global society.

*Dual Degree Program with UWAL.* As part of its efforts to increase minority enrollment, the College of Engineering has established a dual-degree program with the University of West Alabama in Livingston, which enrolls a significant minority student population. Students participating in the program will receive a bachelor’s degree in mathematics from the University of West Alabama and an engineering bachelor’s degree from The University of Alabama.

*Recruitment materials sensitive to diversity:* Efforts are made to ensure that every piece of promotional material produced in the College is sensitive to diversity issues. These promotional materials stress the fact that an excellent engineering education can be obtained at a diverse liberal arts university.

The *Multicultural Engineering Program (MEP) Incentive Program*, initiated in 2003, continues to be a success. Students who participate in activities sponsored by the MEP, as well as other engineering-related activities, receive a financial incentive for the next fall or spring semester. The Director of the MEP, Mr. Greg Singleton, is involved in all aspects of minority student recruitment and retention, including admissions, co-op, placement, career development, student affairs, academic affairs, student life, financial aid, and residential life. Mr. Singleton continues to participate in various recruiting events, makes contact with hundreds of prospective students, serves as a personal mentor, and locates tutors to aid students with their studies. Minority students use the MEP area to meet and to help each other through the rigorous engineering curriculum with one-on-one and group tutoring sessions. The MEP area also provides a space for mentoring of the participants.

The *Student Introduction to Engineering (SITE) Summer Program*, designed to provide rising high-school juniors and seniors with an overview of engineering, continues to be a popular summer project for the MEP. The MEP Coordinator continues to serve as Co-Director of the SITE program. Over the last few years, SITE has averaged
approximately 25% minority participation. For 2012, the MEP director was able to secure a $50K grant from the NUCOR Steel Corporation to support the SITE Summer Program. Funds have been used to sponsor students who were financially unable to attend the SITE program, and the College has provided scholarship support for students from Sumter County (a Black Belt county) to attend SITE.

Engineering is an active partner with SECME, the Southern Consortium for Minorities in Engineering, an organization formed in the 1970’s by former Dean Edward Lear. SECME helps increase the diversity of students wanting to study science, technical engineering, and math, or STEM, fields by working with K-12 educators, mentors and students. UA hosted the 2011 and 2012 SECME Summer Institute.

- Funding agencies have long recognized the need to promote, to the extent allowed by law, development of research programs that recruit, educate, and train a diverse postgraduate workforce. Funded research programs in the College place special emphasis on recruiting graduate students from a wide variety of backgrounds. A particular example is the NSF funded project, “Introducing Science Faculty from Historically Black Colleges and Universities to Materials Science and Engineering.” The co-principal investigators for this project are Drs. Viola Acoff and Mark Weaver, both African Americans. This intensive Summer program brings faculty from a broad range of HBCU’s to the University and allows them to interact with many University faculty; it serves as a valuable training program for both the HBCU and UA faculty and as a recruiting source for a diverse pool of potential graduate students.

As reflected below, Engineering students continue to receive state, local and even national recognition, which again helps further recruit and retain underrepresented students.

- An engineering student from Saudi Arabia, serves as Vice President of the Alabama International Relations Club and is involved with Alabama Model United Nations where she works closely with middle schools and high schools to help them establish Model UN Clubs. She was also the recipient of the Martin Luther King, Jr. Realizing the Dream 2013 Horizon Award.

- Five undergraduate students in the College of Engineering were among the seven UA students and one alumna selected from more than 13,000 applicants by the National Science Foundation (NSF) for its Graduate Research Fellowship program, which provides fellowships to individuals selected early in their careers based on their demonstrated potential for significant achievements in science and engineering. The ranks of NSF Fellows include individuals who have made transformative breakthroughs in science and engineering research and become leaders in their chosen careers. The NSF Graduate Research Fellowship Program is part of NSF’s overall strategy to develop a globally engaged workforce necessary to ensure the nation’s leadership in advancing science and engineering research and innovation. The awards, up to $121,500 per fellowship, according to NSF, come with annual stipends to be used in the pursuit of a research-based master’s or doctoral degree.
In the Alabama Lunabotics Competition, students in the UA College of Engineering won first place in the technical engineering paper and first place in the technical presentation and finished third overall.

A UA Civil Engineering student was awarded the NASA Space Technology Research Fellowship for graduate school.

A 2013 mechanical engineering graduate was recognized as the Capstone Engineering Society Outstanding Senior and won the Catherine Johnson Randall Award that recognizes the most outstanding graduating senior at UA. The U.S.-Ireland Alliance named this student to the 2014 class of George J. Mitchell Scholars. George J. Mitchell Scholarship recipients spend a year of post-graduate study at institutions of higher learning in Ireland and Northern Ireland.

Another 2013 mechanical engineering graduate was awarded the Algernon Sydney Sullivan Award from UA for excellence of character and service to humanity.

A 2012 minority doctorate recipient in Computer Science won outstanding Doctoral Dissertation.

A doctoral student in Chemical and Biological Engineering was selected by UA for Excellence in Research by a Doctoral Student.

A Computer Science student and lead student developer at the Center for Advanced Public Safety won the 2013 UA Student Employee of the Year Award.

The Randall Outstanding Undergraduate Research Award Program recognized five chemical and biological students (some minority) for outstanding undergraduate research.

An African-American Metallurgical and Materials Engineering senior will compete in a national competition after winning first place for his research poster presentation at a regional meeting of the National Society of Black Engineers.

The UA chapter of the Society of Women Engineers, or SWE, was awarded the gold level Outstanding Collegiate Society Award at the SWE National Conference in Houston, Texas.

With less than 15% female enrollment, the mechanical engineering department uses female undergraduate honors ME students to assist in teaching the Introduction to Mechanical Engineering course. A popular course taken by over 250 freshmen in the College of Engineering, the female assistants serve as role models and assist with the lab portion of the large class.
• An African-American male GEM CS, M.S. Fellow became a UA GEM CS PhD Fellow beginning with the Fall 2012 semester.

• Rodney Pinder, a UA GEM PhD ME Fellow will begin Fall 2014.

The College supports a number of student organizations that help recruit and retain the College’s diverse groups of students. The College’s National Society of Black Engineers provides tutoring for middle school students at a predominately African-American middle school in Tuscaloosa. The intent is to help develop science, technology, engineering, and mathematics skills in young African-American students.

Participation in national organizations/associations. The College’s participation in a number of national and regional organizations that work to increase minority and female representation in engineering also exemplifies its commitment to diversity. These groups include NAMEPA, SECME and The National Gem Consortium. For over a decade, the Director of Engineering Student Services, Gregory L. Singleton, served in a variety of leadership capacities with NAMEPA, and he has been honored several times, on a national level, for his impact on increasing the number of women and minorities in engineering. He currently serves on the GEM Board of Directors and chairs the GEM Audit Committee. The College of Engineering continues to host the Annual Southeast Consortium for Minorities in Engineering (SECME) Summer Institute in which close to 100 middle and high school math and science teachers attend a 10-day intensive institute to enrich the classroom skills in the STEM fields.

i. Graduate School

In September 2013, the Graduate School hosted “Opening the (Graduate) Schoolhouse Door”, a special symposium attended by over 200 people that featured a panel of former and current UA African-American graduate students and leaders who provided a perspective on 1963 versus 2013. This symposium was videotaped and archived for use in recruitment.

In the Graduate School, student and faculty diversity is central to all other educational quality objectives, and that message is front and center in everything its representatives do and say. Students know that they can get individual attention from the staff as all have an open-door policy. UA’s diversity message is being advertised in national print media, as well as new campaigns in social media outlets like Facebook and iTunesU. In the May 2014 “Graduate School 2014 Guide” edition of U.S.A. Today, the UA Graduate School once again purchased a full-page ad highlighting its goal of being the best student-centered graduate program in the Southeast, and centered around the theme of creating an inclusive campus community for graduate students. OGS also reprised this advertisement in the University of Georgia magazine Ugazine and created other print pieces for various armed forces magazines. The Graduate School has also reinvigorated the Graduate School Ambassador Program with approximately 40 graduate students
serving, many of whom are members of minority or underrepresented groups, to help with diversity recruiting activities and put a “face” on official recruitment efforts. Full details on recruiting efforts and outcomes may be found at the Graduate School website under “Recruitment and Outreach.”

This year featured several activities and joint enterprises that brought the Graduate School, the Black Faculty and Staff Association, and the African-American Graduate Student Association together to address diversity issues. In our Tide Together mentoring program, OGS sought representatives from the African-American business and religious community of Tuscaloosa to serve as student mentors.

The Graduate School continues to participate in off-campus recruitment visits and this year participated in 53 Graduate and Professional Day Programs across the United States and collected personal data from 800 prospective students. Personal visits were made to seven HBCU’s in Alabama and surrounding states. However, this year focus shifted somewhat to incorporate a more targeted model of recruiting diverse students by hosting two recruiting events on campus specifically for students from underrepresented groups in graduate education. In conjunction with the annual Graduate School Preview Day, we hosted the McNair Scholars Visitation Day in which 37 students and 11 McNair Directors from seven different institutions attended. The majority of the attendees attended HBCU’s or Black Majority Institutions including Rust College and Tougaloo College. Five hundred dollar travel stipends were provided to all McNair Directors who participated in the event with their students, a highly effective incentive for participation. OGS also co-hosted with the College of Arts & Sciences Grad Recruiting Expo (GREX). Twenty-two students from attended the event, which was fully funded by A&S and the Graduate School. Of the 22 attendees, ten enrolled in Fall 2014, including two African-American students. Both of these events gave students the opportunities to meet with program faculty, attend presentations about how to make one more competitive during the application and admission process, and gain information about funding opportunities. OGS continues to work directly with diversity recruiting administrators in other UA academic units and have provided funding for them to attend recruiting events and to mail information to specific targeted groups of prospective graduate students.

The staff is in daily contact with state and regional leaders in the SREB, actively recruiting high-ability minority students on a one-on-one basis to consider attending UA for graduate school. UA has graduated more SREB Doctoral Scholars than any other institution. Several new sites on the website now highlight additional web resources for first-generation college applicants and other underrepresented groups.

Overall efforts to increase the number of international graduate students at UA were maintained. The “Bridge Program” continues to serve as an admissions vehicle for international students with three-year degrees. After several years of modest decline in international graduate student enrollment, international applications and enrollments have slowly rebounded since the mid-2000s. In Fall 2012, UA experienced a 14% increase in
international applications over Fall 2011, compared with the national average of 9% (Council of Graduate Schools survey, April 2012).

As noted in prior years, the UA Graduate School received national recognition from the Council of Graduate Schools for its efforts to create an inclusive graduate student community. The 2008 CGS/Peterson’s Award of $20,000 enabled the UA Graduate School to create two mentorship and support programs that are greatly enhancing the campus climate for both minority graduate students and graduate students with dependent children. The Graduate School provides funding (12-month stipend, tuition scholarship, health insurance premium) for two graduate assistants to run each program, plus additional funding for events and services, totaling approximately $55 - $78,000 per year.

In terms of enriching the learning environment, the Graduate School worked with departments and colleges to increase research and travel grant funding from $74,000 in 2005-06 to a projected $680,000 in 2013-14. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to a projected 1,025 for the full 2013-14 academic year. The Graduate School continues to provide fiscal support for numerous student groups through sponsorship of campus events, student initiatives, and joint sponsorship of college and departmental student conferences and recruiting events. In 2013-2014, a total of $14,500 was provided in support of groups and events such as: “Lunafest” in association with the Women’s Resource Center; the College of Engineering’s outreach and recruitment trip to China and India; the Chemistry Department’s participation in the South East Magnetic research Conference; Capstone International Services recruitment, brand building and profile enhancement in Brazil; co-sponsorship of The Alabama Modern Languages Conference 2014; sponsorship of the SGA’s “Big Event” to unify campus and city; advertising in the student newspaper, The Crimson White; and Lavender Graduation, the university’s celebration of graduating LGBTQ and allied students.

Financial packages aimed at maximizing recruitment of minority/underrepresented graduate students increased in 2013-14. In 2014-15, OGS will welcome the seventh cohort in the McNair Scholars Graduate Fellowship Program, which serves both former UA students and students from across the country. This program yielded 6 Fellows in 2008, 8 in 2009, 12 in Fall 2010, 13 new Fellows in 2011 and 2012, and 7 in 2013. Since each of these Fellowships supports students for two years from the Graduate School and two additional years from the department, approximately 50 fully-funded McNair Graduate Fellows will be on campus in 2013-14 working on their degrees, each receiving $15,000 stipends, full tuition scholarships, and paid individual health insurance. In addition to Fellowship winners, UA continued to provide tuition support at record levels for former undergraduate McNair Scholars who are attending UA graduate school. A total of $113,410 was provided for nine scholars. OGS again provided full tuition scholarships and single health insurance coverage for 15 graduate students in the SREB fellowship program, an increase of 50% over last year. All SREB fellows receive up to three years’ support from the SREB during which time UA covers their tuition costs and health

205
insurance, and UA additionally provides fully-funded graduate assistantships beyond those initial years for up to five years. A total of $214,620 in tuition and health insurance scholarships was paid in 2013-14 directly by OGS. Under the community arrangement with Stillman College to support doctoral candidates, OGS provided tuition scholarships to four students this year totaling $23,235.

In early 2014, the Dean completed a two-year term as a member in the National Council of Graduate Schools/Council for Opportunity in Education Joint McNair Scholars Committee, which meets several times annually to promote national policy on McNair Scholars Program support.

The Dean continues to authorize commitments of graduate fellowships as institutional support to help secure additional Fellowships funded by grant proposals submitted to the GAANN program and other federal granting agencies. For 2013-14, the Graduate School continued to work with the GAANN initiative, securing funds totaling $144,182 from four separate agreements to support nine Fellows.

j. Honors College

To expand the diversity of the Honors College student body, the Honors College has particularly emphasized the inclusion of minority-dominant schools in its on-site school visits and on-campus event invitation lists. To assist in the development and recruitment of Honors-eligible students, the Honors College faculty and students formed and administered an ACT/SAT exam preparation service provided to students in five different minority-dominant schools in both rural and urban areas of the state. Honors College students also worked with rising junior and senior minority high school students throughout the summer in Birmingham, Huntsville and Tuscaloosa to prepare the students for AP classes offered through the CollegeFirst Summer Academic Institute. Honors College administrators met with the Advanced Placement teachers from across the region and attended counselor luncheons to build its minority student recruitment network and accentuate the commitment to increasing diversity on campus. The Honors College dean presented to the Rural Health Scholars, a summer program primarily comprised of minority high school students, to encourage their participation in the various honors programs. The dean also traveled to high schools on recruiting visits with considerable attention directed at African-American prospects along with eight visits specifically targeted at schools across the state with a significant minority population. The dean, Honors College students and staff members also send personalized recruiting letters and make phone calls to the National Achievement Scholars identified by the Admissions Office.

To foster a more informed and open perspective and promote a sense of community, the Honors College Assembly held a series of Diverse Desserts to assist students in expanding their knowledge of diversity and mechanisms to promote dignity and respect for all individuals regardless of differences between individuals or groups. In addition, the University Honors Program sponsored a series of Town Hall sessions to explore the
dimensions of difficult national issues. The sessions consisted of a panel of experts representing multiple facets of a complex issue and these experts discussed their perspective of an issue in a dignified and civil manner. Students served as the moderators for each event as well as hosted the panelists. These events were so well received that Town Hall sessions were hosted at UAB and UAH in collaboration with their Honors programs. The Honors College also expanded the number of students in its First Friends Program. This program partners an Honors College student with an international student to work as language and cultural enrichment partners. This program has aided international students to get settled and become involved on campus. In addition, this program has assisted both groups of students in enhancing their knowledge of a different culture. To enhance the sense of community and increase retention of first generation minority students, the Honors College continued with a peer-mentoring program this year. The Honors College has also involved the incoming freshmen Coca-Cola Scholars in the Alabama Action Program to provide a mechanism for Honors College students to work with the Coca-Cola First Generation Scholars on a week-long community service program the week before school begins in the fall semester. This program has been a benefit to both groups of students.

Through the Honors College Assembly, the Honors College has created a Diversity Enhancement Committee of current students to enhance recruitment and retention of minority students within the college. The Honors College Student Advisory Council also has representation among the students to ensure that the Honors College remains sensitive and committed to serving the needs of a diverse group of students. Students and Honors College administrators will continue to seek out faculty and adjunct instructors across campus and in the surrounding community that will continue to add to the diversity of the Honors College faculty base. The Honors College elicited the support of the Black Faculty and Staff Association to review its recruiting materials and procedures as well as the on-campus support provided to minority students in order to enhance the recruitment and retention of minority Honors students. The Honors College will continue to explore and implement various ways to identify and recruit those students and faculty who would contribute to the diversity of the University and the Honors college student body.

Honors’ students helped to restore a historic landmark in Perry County, Lincoln Normal School in Marion. This was one of the first institutions established to educate African Americans after the Civil War. Other projects included inventorying the signs on Marion streets, introducing Marion High School sophomores to the college admissions process, leading service projects performed by high school juniors and seniors, and collecting data from residents concerning health care needs.

k. **College of Human Environmental Sciences (HES)**

All departments in HES have worked to enhance their departmental websites to include more specific information about the department’s graduate programs and specific faculty contact information in efforts to increase applications from out-of-state,
international and/or underrepresented students. College faculty members actively mentor minority students on both the undergraduate and graduate levels. Efforts are made to recruit minority students who are undecided about their majors and who show interest in all areas of the College of Human Environmental Sciences. Informal recruitment efforts have taken place with health education faculty and students from HBCUs through phone contacts and meetings at professional conferences. These efforts have focused primarily on the recruitment of graduate students. For the 2014-15 academic year, two of the department’s seven funded PhD graduate assistants will be African-American students.

The Department of Human Development and Family Studies employed two African Americans as graduate assistants. Duties included teaching assistance, membership on a research team and working with graduate faculty on recruitment. Also employed was an undergraduate work study African-American student, who provided valuable clerical support to the department.

The website for the Department of Human Development and Family Studies was enhanced to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students.

Faculty in HES are active in programs that further the College’s diversity efforts. Faculty met with prospective McNair Scholars in an effort to recruit students from underrepresented population groups. This program helps talented first-generation college students in financial need and those from groups underrepresented in doctoral study to prepare for successful admission into and completion of doctoral programs. One faculty member participated in the McNair Scholars mentoring program. One McNair Scholar completed her graduate studies in Human Development and Family Studies. As part of a sophomore level Food Science class, students complete an “Original of Foods” project in which students investigate the origin of food products. The BAMA Cognitive research lab, a diverse group of students from various departments on campus study children’s cognitive learning.

1. **School of Law**

Every year, the Law School sends numerous faculty, staff, administrative representatives, and students to recruit applicants from throughout the Southwest and the nation. The Assistant Dean for Admissions has overseen a significant expansion of the Law School’s recruitment plan to attract as many Alabama residents, outstanding non-residents, and other applicants with diverse backgrounds. These efforts have included travel, mailings, and e-mails from the Law School, and increased efforts to encourage undergraduate students to visit campus. Annual recruiting trips include travel to HBCUs, particularly in the Southeast. Target schools in the Admissions Office’s diversity efforts include Oakwood College, Alabama A&M University, Alabama State University, Tuskegee University, Talladega College, Stillman College, Spelman College, Morehouse
College, Florida A&M University, Fisk University, Tougaloo College, Jackson State University, and Atlanta University.

The Law School also sends representatives annually to Law School Admission Council (LSAC) Forums for regional law school recruitment fairs and forums in major cities across the United States. Typically at these forums, minorities and women constitute 50% or more of the attendees. The Law School also sends staff or faculty to law school or graduate school fairs in various locations across the country including in Texas, Virginia, North Carolina, South Carolina, Georgia, Florida, Mississippi, Tennessee, Utah, Illinois, Indiana, Wisconsin, and New York. Since 1995, the Law School has participated in the annual Alabama Connection, a graduate and professional schools caravan that travels throughout the State, making stops in Huntsville, Birmingham, Tuscaloosa, Montgomery, Auburn, and Mobile. Admissions staff members regularly make additional trips to several colleges and universities in Alabama.

Since 1998, the Law School has participated in Discoverlaw.org Recruitment Month Open House, which is part of an initiative sponsored by the LSAC. The Law School annually hosts an open house and invites pre-law advisors and students from historically black colleges and universities as well as minority students and pre-law societies at many southeastern colleges to visit the school. At this event, faculty and staff members talk to the attendees about law school – including how to prepare for law school, how to apply to law school, how to finance law school, how to succeed in the study of law, and how to consider various employment opportunities after graduation. The attendees also visit and eat lunch with faculty and students.

Under the direction of Professors Mary Ksobiech, the Law School’s Summer Academic Excellence Program seeks to enroll a diverse class and to ensure that the students have the guidance they need to succeed. Professor Grace Lee contributes to the success of the program by teaching a two-hour course. In addition to having a faculty member teach the summer course, other faculty members participate in the program at various points during the summer. In this year’s program, Professor Grace Lee will teach contracts while Professors Ksobiech, Bryan Fair and Carol Andrews will offer instruction on various topics. Additionally, students in the program are assigned faculty advisors who provide mentoring and guidance throughout the summer and beyond.

Cultural diversity within the Law School is enhanced each year by the presence of groups of students from Australia and Switzerland for several weeks at a time. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has recently begun a relationship with National Law University, Delhi, and has sent students to the Buchmann Faculty of Law, Tel Aviv University (TAU). In addition, the Law School’s International LL.M. Program brought an international lawyer from Korea to study at the University of Alabama. Next year a UA law student will spend a year abroad at the China University of Political Science and Law.
The Law School’s commitment to diversity is reflected in the publications of its student-edited journals. In Academic Year 2013-14, the Alabama Law Review will publish a symposium issue entitled *New York Times v. Sullivan*, in which prominent scholars consider a Supreme Court decision that was critical to the civil rights movement of the Sixties. The Alabama Civil Rights and Civil Liberties Law Review will publish the proceedings of a symposium commemorating the 50th anniversary of the transformative Civil Rights Act of 1964.

The Dean has also met regularly with student leaders from most of the major student organizations to keep open lines of communication with the students. In addition, the Dean meets regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. These meetings are diverse by gender, race, class, sexual orientation, and ideology. The goal is to encourage students to share concerns with the administration and with each other, and to encourage collaboration among our diverse groups.

The Law School allocates significant financial and other support to many students and organizations to participate in local, state, regional, and national programs and meetings. For example, the Dean provided significant support for the local chapter of the Black Law Student Association (BLSA), which sponsors an annual series of programs and an Annual Banquet. BLSA continues to co-sponsor events with other law student groups, seeking to promote a more diverse and welcoming community at the Law School.

During the Law School’s 2014 Alternative Spring Break project, student volunteers participated in four free legal clinics, including a Federal Reentry Intake Clinic, sponsored by the U.S. Probation Office and the U.S. Attorney for the Northern District of Alabama; an Elder Law Clinic at A Samaritan Place, and the General Legal Advice Clinic at Urban Ministry in Birmingham, both sponsored by Legal Services Alabama; and a Wills for Heroes Clinic, sponsored by the South Alabama Volunteer Lawyers Program in Mobile. The student volunteers also went on a one-day Civil Rights Tour throughout Alabama. The tour began with Kelly Ingram Park and the 16th Street Baptist Church in Birmingham. The next stop was the National Voting Rights Museum in Selma, followed by the National Civil Rights Memorial, Dexter Avenue Baptist Church, and the Freedom Rides Museum in Montgomery. Members of the Class of 2014 performed 7,529 hours of community service and pro bono work. Students who earned public service awards were recognized at a Reception and Awards Ceremony in the Spring of 2014.

As part of the broader development of funding, the Dean has identified student scholarships as a high priority, especially for recruiting a diverse student body. The Law School awards approximately $4.5 million annually in scholarships. The Law School has offered and provided substantial scholarships to African-American admittees with particularly high entering qualifications. Many African-American admittees have been awarded tuition scholarships, with most of those admittees having economic need. Many
non-minority students also receive scholarship assistance. Approximately 50% of first-year students receive scholarships.

m. Capstone College of Nursing (CCN)

The strategic plan of the Capstone College of Nursing begins with Goal One: “Recruit and retain academically qualified students for all CCN programs.” Under Goal One, Objective 3 states: “Increase minority enrollment by at least ten percent.” Its strategic plan also includes Vision and Core Values. The second sentence under vision states: “We aspire to be a community of diverse faculty and students whose collaborative efforts promote excellence in the nursing profession.” Likewise, CCN’s Core Values include excellence and diversity, defined as follows:

Diversity is differences in social, intellectual, and individual characteristics. The Capstone College of Nursing values diversity as evidenced by an all-inclusive environment for the communities of interest. Dimensions of social diversity include individuality, sensitivity, tolerance, good will, social justice and cultural competence. Intellectual diversity includes a multiplicity of ideas, autonomy in thinking, flexibility and respect for varied teaching strategies. Diversity is recognizing, appreciating and using the unique attributes and contributions of all individuals to enhance the richness of the academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies.

Fourteen nursing students from Chiba University in Japan worked in UA labs and shadowed UA nursing students for two weeks. It is the 14th year for the Transcultural Nursing Program.

In order to maximize the retention of nursing students in the upper division and their opportunity to be successful on the national licensure exam (N-CLEX), the College uses a national standardized testing system. This system uses standardized tests in each clinical area. When students are certified by the Office of Disability Services to need special arrangement for testing, this accommodation is made. Typically this would entail longer time to take an exam or fewer distractions in the exam environment. When a student is unsuccessful on a test in an area, an individual remediation plan is developed which capitalizes on the strengths and improves areas of weakness of that student. In the final semester, students take an exam that predicts their success on N-CLEX. Again, if a student does not do well on this test, an individualized remediation plan is developed and implemented. This approach helps all students be successful. An indication of the success of this approach is the program’s N-CLEX pass rate of 93% for its graduates.

n. School of Social Work
To maintain the diversity of the graduate student body, Social Work targets recruitment efforts toward the HBCUs in Alabama with undergraduate social work programs and toward Stillman College, talking with sociology majors and other interested students. Recruiting efforts also occur at the annual Alabama-Mississippi Social Work Education Conference, which draws over 200 students interested in social work in the two-state area. Students who attend the conference mirror the diversity of the states. The Assistant Dean has communicated very closely with staff in UA’s Graduate School to ensure that those who have been McNair Research Scholars in their undergraduate program and express interest in Social Work graduate programs are recruited into the MSW and Ph.D. programs. They have also visited the Poarch Creek Indian Reservation to talk with students about the BSW and MSW programs.

Several financial assistance programs assist with diversifying the student body and a high portion of the School’s stipend money is awarded to African-American students. For example, the School annually awards an endowed scholarship funded by the Daniel Foundation to the top graduate of each of the five historically black undergraduate social work programs in Alabama. The Adams Scholarship is designated for students who graduated from a Mississippi high school and who will enhance the diversity of the University's student population. The Ackerson scholarship gives priority to students who are part of an underrepresented demographic group. A high portion of scholarships and stipends are awarded to African-American MSW students.

Although some of the recruitment and retention efforts are targeted toward prospective students from diverse backgrounds, the school also ensures that all efforts and materials stress diversity and the atmosphere of inclusiveness. Recruitment efforts are designed and implemented to attract a diverse student body. For example, recruitment materials (brochures, flyers, ads, displays at conferences, etc.) consistently feature diverse faculty and students. Photos include people of different races/ethnicities, nationalities, ages, and gender. Faculty, staff, and students involved in events and activities geared toward recruitment and intended to support retention are diverse in many ways, including race/ethnicity, nationality, age, gender, and sexual orientation. The atmosphere provided is one of inclusion.

Each year exit surveys are administered, focused on the degree to which the students believe they have attained our program objectives, to our graduating BSW and MSW students. At the conclusion of their field education classes, instructors assess the degree to which each student attained each program objective. For each program, two objectives relate to the topic of diversity: "understands forms and mechanisms of oppression and discrimination and apply strategies of change" and "practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation." Students and instructors rate our students very highly on each of these objectives.

o. **University Libraries**
In addition to the normal instruction sessions provided for all students, a faculty member within Gorgas Information Services has the primary responsibility for First Year Experience programming, designed to reach out to freshman, many of whom are first generation college attendees, from underrepresented groups. The First-Year Experience Librarian supports campus diversity through outreach to freshmen in collaboration with Student Affairs, the orientation team and the First-Year Writing program. Through these collaborations, first-year students from underrepresented groups receive support through outreach programs and learning initiatives that increase their awareness and encourage them to take full advantage of the rich resources and services available at the UA Libraries. The FYE Librarian also participates in outreach programs for prospective students from underrepresented groups in collaboration with the Dean of Students and UA’s Foster Care Initiative.

**p. University Museums**

University Museums programs implemented the following action steps through Museum-based initiatives:

- Enhancing the learning environment to attract and retain excellent students.
- Increasing the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
- Expanding the University’s emphasis on global and cultural studies.
- Providing leadership in addressing economic and social issues in Alabama through research and outreach activities.
- Promoting collaboration with business, non-profit and governmental agencies to advance the economic and social condition of Alabama.

Moundville Archaeological Park (MAP) sits on the edge of Alabama’s Black Belt, and economically distressed region of the state with a large African American population. Working with UA’s Center for Economic Development, MAP has worked on several initiatives to promote economic development through heritage and nature-based tourism in the region including the Alabama Black Belt Nature and Heritage Trail, proposed Black Belt National Heritage Area steering committee, and the West Alabama Birding Trail. With an established visitation of at least 18,000 people each year and a location only 12 miles from Interstate 20/59, our goal is for MAP to serve as a “gateway” to draw tourists deeper into the economies. MAP has also delivered its quality educational programming on Alabama’s rich Native American Heritage to many minority schoolchildren. The annual Moundville Native American festival, with its goal of enhancing cultural understanding and appreciation, reached 6,082 students in 2013, approximately 27% of whom were from economically distressed Black Belt counties.

Alabama Museum of Natural History (AMNH) program fliers were sent to over 65 schools in the Black Belt region in an effort to increase minority participation in field
science programs. Through the work of the museum’s AmeriCorps VISTA, AMNH also reached over 100 members of Hispanic families in Tuscaloosa County with Spanish language programs created in conjunction with the UA Department of Modern Languages and Classics. In partnership with the Department of Geography, AMNH also reached over 100 members of underserved schools through the GeoTech Lab, a technology lab for teens, to increase technology and natural history related programming in these areas. AMNH also provides scholarships for low income participants in the Museum’s Summer Expedition program to encourage minority participation in an immersive week-long field science camp experience. Programs and tours at the museum have provided educational opportunities for over 400 students from underrepresented communities.

*Discovering Alabama* public television program focused on diversity issues in the following episodes: Black Belt I (Emmy nominated) and Black Belt II, Discovering our Heritage, Moundville, Moundville Native American Festival, Project Community, and Project Community 2010. These episodes are rebroadcast throughout the year in a continuing effort to enhance cross-cultural understanding. According to Alabama Public Television sources, the *Discovering Alabama* program reaches one million viewers statewide every week. The statewide Project Community program implemented by the Discovering Alabama staff promotes after-school programs in environmental education. This program has focused its implementation in underserved communities in partnership with the Alabama Department of Education.

The Office of Archaeological Research (OAR) conducts cultural resource management projects and research throughout the Southeast serving a diverse client base that includes private, Federal, State, County, Municipal, Native American, and non-profit agencies. Through dissemination of findings, OAR strives to educate the people of Alabama and the surrounding region about their cultural heritage, including African American and Native American history, and the need for careful study and preservation of our past. In the recent year, OAR has been involved with projects throughout the State of Alabama, as well as Mississippi, Tennessee, Louisiana, Georgia, North Carolina, South Carolina, Oklahoma, and the US Virgin Islands. Also this year, OAR entered into a partnership with the Muscogee (Creek) Nation in Oklahoma to provide a graduate research assistantship in UA’s department of anthropology to study Creek homeland sites. OAR makes presentations in public schools, civic clubs, National Parks, and provides Native American consultations in many economically distressed areas.

**q. First Generation Programs**

UA currently has three first generation programs. The diversity of our student body (42%) in the First Generation Programs brings appreciation and greater cultural understanding to our students as they work together to navigate life at UA as the first in their families to attend college. The Coca-Cola First Generation Scholars Program and the First Scholars Program are both scholarship programs, however they transcend being simple monetary awards by providing intensive support to their students through “life
coaching,” specific programming that targets first generation issues, service learning opportunities, social activities, and a dedicated emphasis on academic achievement. Alabama REACH is a unique initiative at UA that seeks to address the needs and issues of students in these categories: Current and former foster youth and other youth that lack familial support, to include homeless students. By applying the “life coaching” approach along with specialized programming (to include assistance in identifying funding sources) Alabama REACH has an overall goal of supporting these students in whatever way possible to ensure they graduate. In June 2014, 28 high school students who are emancipated, living in foster care, or wards of the state got a taste of college life as they toured the campus and learned about higher education. The Guardian Scholars Precollegiate Summer Program is designed to expose high school students to different aspects of College life. This summer program was sponsored by the Nsoro Foundation and the Alabama REACH initiative.

3. **Reports from Student Affairs on Diversity Recruitment/Retention Efforts**

The entire Division of Student Affairs (DSA) is committed to offering diversity training to its staff and students. Details describing the training offered last year are included in the training section of the Goal Two discussion above. The following paragraphs summarize some additional initiatives reported to the Provost in the request for information on what the DSA was doing to accomplish Goal Four.

*Communicating a commitment to diversity as a student recruitment/retention initiative.* Areas within the Division of Student Affairs are committed to communicating to students a commitment to diversity. For example, the Student Judicial Affairs website uses inclusive language in its policies and procedures, with the Student Code of Conduct requiring students to “respect the dignity, rights and property of others” and the Capstone Creed is featured in each of the office publications. Community Living standards for students living in UA housing require students to be “responsible for developing and maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from you…” In Housing and Residential Communities, diversity is promoted and publicized by the Resident Advisor staff in the residence halls through bulletin boards and a wide range of awareness raising programs. Each resident hall community sponsored a campus-wide diversity program. The Office of Greek Affairs is working with the Office of Admissions to identify and educate incoming students about the various opportunities available through Greek involvement. The Counseling Center likewise ensures representation of minority students in primary marketing tools, including brochures on Counseling Center Programs and Services and Healthy Transitions; promotes outreach efforts focusing on minority students through email and print distribution of announcements; and includes web resources for minority students on the Counseling Center website.

*First Year Experience and Parent Programs* staff members select student leaders who are representative of UA’s diverse populations to promote an inclusive campus environment so students and parents have relatable role models and role models different from themselves to learn from. Staff members in the Office of First Year Experience and Parent Programs have
been purposeful in recruiting staff and faculty members who represent the diversity of campus as facilitators for programs, to ensure that students have the opportunity to learn from and interact with faculty and administrators. Parent Orientation is designed to assist in the recruitment and retention efforts of the University by providing educational sessions for the parents of new incoming students. By educating parents on the transition students will face and how each family will be affected differently by the student’s decision to attend college, student support is enhanced and the students are better prepared for academic work. Parent Orientation is designed to welcome and mirror the diversity on campus. Specifically, parents have the opportunity to speak with the following areas: Women’s Resource Center, Counseling Center, Capstone International Programs and Crossroads. Orientation sessions and resources have been developed to assist parents of first-generation college students. The Parent Advisory Council, a parent group support the office, is designed to represent the UA parent population. These parents stay up-to-date with campus happenings, embody UA values, and serve as UA representatives. These parents promote diversity and inclusion within their special regions. Camp 1831, the summer transition program, promotes a culture of inclusion, community, and perspective. Designed to be one of the first interactions with the University (before they even step foot in a classroom), students learn and articulate what it means to be a member of the Capstone. Student work in large and small group settings to do activities and engage in dialogue centered around their UA experience and their interactions with others in the college environment.

The Office of Student Media student staff make a special effort to reach out to minority students during their recruitment efforts in the fall. The student staff members of the various media represent a cross section of the student population.

The Community Service Center’s student work study staff is 80% racial minorities and 40% of the staff is male and 20% of the student staff identify with the GLBTQ community. The 45 student team leaders are comprised of students from all racial backgrounds, religions, socioeconomic statuses, sexual orientation, and genders. The Al’s Pals Program report 20% of the mentors report being members of a racial minority and 16% of the mentors identify as males.

The Office of Veteran and Military Affairs currently serves just over 3,000 students who are from various areas across the nation. These students have unique perspectives due to either serving in the military or being a dependent that has traveled the world. The office fosters an environment of inclusion, bringing together these students to share in the uniqueness of their experiences. The office has established the “Military to College” FLC, where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment.

University Recreation membership and marketing services were intentional in efforts to promote and advertise with diverse populations represented in all marketing pieces as well recruitment efforts through a variety of web, print, and social media methods. This effort reflects the current patron (non-student) and student participation in University Recreation programs, services, and facilities at higher levels than current UA demographic census.
University Recreation offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted towards the wide array of patrons of the facilities. For example, Club Sports were involved in various levels of association with the following events that assisted in promoting community and better appreciation of global understanding and perspective. A significant number of the new sport club offerings are often an expression of the growingly diverse student body of The University of Alabama. Some of the events included: Men's LAX - Campus Veterans Association 5k; Men's LAX - Greater Birmingham Youth Lacrosse Association; Triathlon - Annual Crimson Couch to 5k; Men's Ultimate - Brave Soldier Challenge; Men's Ultimate - Tuscaloosa Half-Marathon; Water Polo - Two events at Miracle League of Tuscaloosa; Water Ski - Tuscaloosa Half Marathon; Women's Soccer - Tuscaloosa Color Run; Women's Soccer - Campus Veterans Association 5k; Women's Soccer - Autism Society Walk; Women's Ultimate - Sleep out on the Quad, set up and assist UA Community Services Center in running event which focuses on Cultural Awareness, Homelessness and Hunger, International Issues, Social Justice, and Youth Development issues; Presidents and Vice Presidents of club sports attended Crucial Conversations presentation at University Recreation. Finally, women on the Women's Volleyball club team collected money and then purchased Christmas gifts to support three local families in Tuscaloosa’s One Place Family Recourse Center “Holiday Heart” program.

Intramural Sports policies and procedures demand the elements of sportsmanship, civility, and fair play in all of the 34 sports that are offered to the campus community. Values are communicated through the University Recreation website and online software where participants have access to their league information. These are also emphasized and instructed during captain’s meetings for larger sports. These elements with the implementation of nontraditional events embrace diversity and a sense of community with all participants. In addition, University Recreation provided referees for youth programs in PARA including youth flag football.

Aquatics operations provide avenues for diversity through a commitment to water safety and mastering lifelong skills for health and wellbeing. A significant portion of those beginners to intermediate swimmers are from diverse, traditionally underserved populations. Outreach and engagement effort conducted by the Aquatic Center included inviting Dr. Philip Westbrook, Director of the Blackburn Institute, to engage students during two aquatics staff meetings, encouraging them to become more informed about their community and “challenge the process.” In addition, all aquatic student-staff were engaged through various learning experiences to enhance their leadership development.

Personal Training Programs staff training emphasized the importance of incorporating adapted methods for special populations via expert instruction to all personal training staff. A review of current and future weight and fitness equipment was undertaken to determine continued adaptation and use for all individuals in compliance with Americans with Disabilities standards effective in 2014.

Staff members of the Women’s Resource Center serve as mentors, such as in Tide Together and SafeZone, and advisors to numerous student groups composed of a diverse group of students. These groups include The Young Women Leaders and Young Men’s
Leadership Program, which pair UA student mentors with elementary school pupils from Skyland Elementary. These programs have formalized curricula, which include a substantial portion devoted to exploring human difference and understanding. Other student organizations advised by center staff include the WRC Student Leadership Council, the Women’s Thesis and Dissertation Support Group and the Ignite UA. Each of these groups has missions which include diversity as an integral focus. In Spring 2014, WRC partnered with several sections of Women’s Studies 200 (WS 200) to offer regular class credit for active attendance within WRC events. Students within these sections are required to engage with at least three WRC events that supplement the coursework curriculum inside the classroom. The center’s goal is to build coalitions across areas of difference and support growth collaboratively.

The Career Center continues to foster relationships with departments on campus and house resources that continue to promote its commitment to diversity through continued departmental and organizational collaboration. Start Smart Pay Negotiation Workshop is a collaborative effort between the Career Center and Women’s Resource Center in order to teach women about the gender wage gap and inform students from marginalized groups on salary negotiation. First Generation Week allowed the Career Center to work with other departments from across campus to sponsor a week-long celebration for first-generation students and highlight their accomplishment of attending a major four-year research institution. Student Support Services worked with the Career Center to develop programming necessary to help their students succeed in their professional development process by formulating a career action plan. National Society of Black Engineers held a resume review program with Career Center staff to prepare its members for upcoming Career Fairs and events. Women in Science and Engineering partnered with the Career Center for a presentation on job search strategies. English Language Institute and the Career Center collaborated for a program about curriculum vitae development for international students. Culverhouse Connections coordinated the visit of Chris Gandy from MassMutual to learn about internships and professional opportunities available with the company. The Career Center continues to show its support to many initiatives of Crossroads Community Center through attendance and collaboration of its events and programs such as African-American Heritage Month and LGBTQ Month activities. Organization and Classroom Programming allows Career Center staff to interact with diverse student groups throughout the academic year. Staff participated in several discussions and workshops with minority organizations across campus and within the colleges such as Dining Etiquette, Minority Journalism Workshop, Career Fairs and Capstone Association of Black Journalists. Updating of Career Resources includes an annual evaluation of resources both print and online to ensure they are more inclusive and reflective of campus population. Publications such as the African-American Career World, the Hispanic-American Career World, Diversity & Democracy, Workforce Diversity, and Careers & The Disabled are examples of resources available to students to help begin and further their professional development.

The Office of Graduate Student Services continues to promote programming and recruiting efforts that seek to attract students from all different backgrounds and situations. In particular recruiting efforts during GA Recruitment Day, as well as Early Visit Day experiences have brought a number of students to campus that may not have gone before. In
addition, this office seeks to improve programming efforts and add services that speak to unique needs such as relocating from a different country, having services for students with families, and other programs. These efforts have impacted perception and encouraged healthy exploration of graduate programs at The University of Alabama.

The Blackburn Institute works with approximately 60 students on campus who represent a variety of racial/cultural/religious identities.

The Community Service Center (CSC). Each year the CSC creates and sustains an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance, and prepares students for the global society through careful program planning that includes partnering to bring awareness and services to special populations as highlighted below:

- The CSC waged war on the issue of hunger in the state and the world by raising 299,937 pounds of food with the Beat Auburn Beat Hunger Food Campaign. This was the largest amount ever raised by either institution.
- The Hunger Banquet illuminated issues of class, poverty and hunger during a two-hour dinner hosted by the student staff that provided the nearly 250 participants a glimpse into the living conditions of various social classes around the world. Participants were assigned to a social-economic class and were served a meal based on a social class that was chosen by “the luck of the draw”.
- Al’s Pals provided targeted services to 250 children at schools deemed at-risk for academic failure. 564 UA students were paired with elementary students for mentoring relationships, homework assistance, reading and math reinforcement, culturally diverse celebrations and enrichment activities on a weekly basis.
- Al’s Pals student mentors and CSC Student Team Leaders and Assistant Team Leaders also participated in indepth trainings surrounding topics of cultural diversity, respect, and strengths based community perspectives.
- Alternative Break program traveled domestically providing UA students and staff members with culturally diverse opportunities to serve and interact with missionaries and service professionals and the populations they serve in their home environment. Destinations included: Guin, AL; Auburn, AL; and Moore, OK.
- The Sleep Out on the Quad event provided students an opportunity to spend one night as a homeless individual might. This year more than 350 students participated.

The Student Care & Well-being Office continues to build working relationships with various campus resources that directly assist minority populations. Following a student crisis, our office staff meets with the student and connects them with the available campus resource for them to become successful. Our office supports the student during and following the crisis in order to increase the chances of the student becoming successful and fulfilling matriculation requirements.

The Office of Student Involvement continues to focus resources and services on programs that engage students in opportunities for exploration. Some programs include Get On Board Day, conducting campus visits with prospective students, and providing individual involvement consultations. These tools allow us to effectively meet the needs of students, but
also assist with retention and engagement. In addition, through Student Involvement we assist with securing needs and resources for three high touch groups like out-of-state students, LGBTQ students, and first-generation college students. Our individual attention to first-generation college students and out-of-state students through directed programming and networking allows us to attack issues of fit or engagement with such a large campus.

4. **Report from Intercollegiate Athletics on Diversity Recruitment/Retention Efforts**

Consistent with UA's non-discrimination policies, coaches of all sports recruit prospective student-athletes regardless of race, color, religion, national origin or sexual preference, who are academically qualified to enroll at UA and participate in intercollegiate athletics at a championship Division I level.

The Department of Intercollegiate Athletics continually evaluates and improves its retention efforts with a focus on support practices that will aid student-athletes’ academic and athletic success. Incoming student-athletes determined to be at-risk take part in preliminary testing in order to identify classes and support programming that would best assist each individual student. In addition, incoming student-athletes are enrolled in a freshman transition course (HES 100) during their first semester. The course is designed to enhance early academic success, and therefore retention, of freshmen student-athletes by covering topics such as time management, quality study habits, judicial affairs, faculty/student relationships, sound nutrition practices, etc.

Beginning with the 2008-09 academic year, and continuing every year since, the Department of Intercollegiate Athletics has selected two former student-athletes each year to fill Minority/Female Graduate Assistant positions. The department partially funds scholarship assistance for these two positions and gives each student hands-on work experience within the department. The goal of these assistantships is to mentor female and minority students and provide them with quality work experience in intercollegiate athletics, so that they will be better positioned to attain an entry level position within the field of intercollegiate athletics and/or other sport management profession. The Department will continue to seek additional ways to communicate this opportunity to the student-athletes (e.g., through the Director of Career & Leadership Development and the Director of Life Skills) to ensure a solid applicant pool from which to select motivated students to fill these positions.

Several other recent initiatives aid in retention of student-athletes, including Emerging Tide Leaders programs. Select sophomore student-athletes participate in a leadership through service course (HES 275) in which the students develop skills that will equip them to not only be leaders within their respective teams but leaders in life after graduation.

*Mentoring Program:* In an effort to promote retention and graduation of minority student-athletes in sports that, at least nationally, have experienced concerns in these areas, Intercollegiate Athletics began a Minority Mentoring Program in July 2004. The program
matches freshmen minority student-athletes in the sports of football, men's basketball and women's basketball with a minority faculty or staff member outside of athletics who serves as a mentor and confidant for the student-athlete. The program’s objectives include providing minority freshmen student-athletes a resource person on campus, who is not within intercollegiate athletics, who can mentor the student-athlete, be a networking resource, be a friend/counselor, and facilitate a student/mentor relationship that could develop over the length of their career at UA. The program includes approximately 10 to 15 minority faculty/staff mentors. Beginning in the 2007-08 academic year, the Minority Mentoring Program was expanded to include minority student-athletes in all sports. These efforts have yielded positive results. All 21 UA varsity athletic teams scored well above the national cutoff standard of 930 in the latest Academic Progress Rate. In addition, 17 Crimson Tide teams posted scores that either matched or were above the national Division I average in their respective sports. Figures released covered the four-year period extending from the 2009-10 through 2012-13 school years.

Coaches and student-athletes have participated in a program approved by the SEC for its member institutions: the Branded A Leader (BAL) training program, which addresses a wide range of student-athlete welfare issues. The overall theme of the training concentrated on reinforcing to student-athletes the importance of making good decisions and raised awareness that destructive decision making not only affects them personally but impacts their team and the University. BAL facilitators challenge the student-athletes to think critically and take responsibility for their decisions and those of their teammates. The BAL facilitators engage the student-athletes in interactive discussions on responsibility, leadership and encourage the group to develop strategies for effectively dealing with teammates who are making bad decisions. Topics include entitlement, eating disorders, power of language, sexual consent, battering (healthy vs. abusive relationships) and masculinity 101/femininity 101. BAL facilitators use the appeal of mainstream media and its branding strategies as a foundation for student-athletes to discuss personal decisions and difficult social situations involving teammates.

The Assistant Athletic Director for Life Skills also maintains an email distribution list of minority student-athletes so that any issues that may be of interest specifically to minority student-athletes can be readily communicated to them. The distribution list is used when areas of interest are identified. Student-athletes report that email is a preferred method of communication.

Minority student-athletes serve in leadership roles, likewise assisting with recruitment and retention efforts. Minority members of the Student-Athlete Advisory Committee (SAAC) consistently represent 23% or more of the SAAC and minority student-athletes have served as President, Secretary/Treasurer, and as leaders of several special committees. Since its inception in 1980, many minority student-athletes have been recognized at UA’s Black Scholars Award Program; in the past two years there have been over 35 student athletes recognized for their academic achievement. The nationally recognized Arthur Ashe Award included 14 minority nominees in 2012, one in men’s
basketball, four in gymnastics, one in softball and eight in track & field. One of UA’s minority gymnasts was awarded the NCAA Minority Enhancement Program Postgraduate Scholarship for Careers in Athletics, the NCAA Postgraduate Scholarship and was one of our nominees for NCAA Woman of the Year. In addition, as many as 85 minority student-athletes have been recognized over the past two years for academic achievement during UA’s annual Honors Week.

GOAL FIVE

Goal Five: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Action Steps:
1. The University’s senior leadership will assume responsibility for and be held accountable for achieving the University’s diversity objectives.
2. The University will continue to establish a five-year goal for African-American and other minority representation in its student body, faculty and EEO-1 level staff, and to submit those goals and annual progress updates (performance indicators) to the Chancellor’s Office.
3. The University annually will prepare a Strategic Diversity Report as a tool to assess its progress in enhancing diversity and moving toward its diversity goals.
4. The University will, on a periodic basis, collect and analyze data from other public institutions as a performance measure in assessing progress in achieving its goal of enhancing diversity.

1. Senior Leadership’s Promotion of UA’s Diversity Objectives

As the information shared in this report clearly reflects, UA’s senior leadership has endorsed and is proactively promoting, in a variety of ways, its commitment to diversity as a part of its educational mission. President Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan (2004-2014) the University’s long-term commitment: 1) to further diversify the faculty, staff, and students for the purpose of enhancing the excellence of the learning environment; 2) to expand an emphasis on global and cultural studies; 3) to provide leadership in addressing economic and social issues in Alabama through research and outreach activities; and 4) to collaborate with outside entities to advance the economic and social condition of Alabama. Numerous offices described in the discussion in Section 1 of Goal Two of this report were created or enhanced in response to President Witt’s articulated vision for UA, particularly the Office of Vice President for Community Affairs. This office in particular is charged with “addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity.” The President’s commitment is reaffirmed annually through dissemination of a Statement of Diversity, http://www.eop.ua.edu/law.html.
The Provost was charged with creating and implementing a Strategic Diversity Plan, and the Provost’s efforts in the last year in accomplishing that charge are discussed in Goal One’s section of this report. Part of the President’s evaluation of the Provost and other Vice Presidents considers their efforts in achieving diversity at UA, and the Provost similarly evaluates the Deans on their efforts in achieving diversity. To assist in that evaluation, the Provost annually receives reports from each of the Deans containing five years of racial composition data of students, faculty and EEO-1 level staff for their respective colleges, and a description of initiatives/efforts within their college to enhance diversity and an assessment of their progress in achieving the goals of the SDP. A summary of those initiatives have been discussed above.

2. **Comparison of UA to Flagships and Public Doctoral Institutions**

   When she was serving as Provost, President Bonner made a commitment in the SDP to periodically collect and analyze data from other institutions as a performance measure in assessing progress. Consequently, for the past eight years an analysis has been conducted, comparing UA to national IPEDS racial composition data on degrees conferred, student enrollment, faculty, EEO-1 and EEO-3 (professionals) for national data sets, including flagship institutions and public doctoral institutions. Highlights of some of that analysis are reported in the Executive Summary and reveal that UA remains among one of the leaders in the country in ensuring black representation in its campus community. Details of this analysis are posted on the Provost’s Strategic Diversity Plan website.

3. **Strategic Diversity Report Data and Recent Assessments of Progress in Diversifying Faculty/Staff/Student Body**

   Information on the racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches is collected and reviewed annually. Some examples of efforts and successes colleges and other areas have reported to the Office for Academic Affairs in enhancing the diversity of UA’s faculty/staff and student body are summarized below.

   **a. Efforts/Successes in Enhancing Diversity of Faculty/Staff**

      **A&S:** Over the past year, the College increased the number of its underrepresented/minority faculty. In Fall 2013, out of 539 full-time A&S faculty members, 25 (4.6%) were black and 17 (3.2%) were Hispanic. While there was a decrease of one Hispanic full-time faculty member, the statistics show an historic high of black full-time faculty members both in number and percentage. In 2013, the 4.6% percentage of black full-time faculty in the College is above their five-year average, which is 4.1%. Also, the 3.2% percentage of Hispanic full-time faculty in 2013 is above their five-year average, which is 2.9%.
**C&BA:** Two of C&BA’s five senior level administrators are black. During the 2012-2013 academic year, the college had seven African-American faculty members, four of whom are tenured. The College’s Hispanic faculty has increased from 0 in 2003 to 3 (2.6%) in 2012; its other minorities and non-resident aliens has increased from 9 (9.7%) in 2003 to 11 in 2012 (9.5%); and its number of black full-time faculty was at 5 (5.4%) in 2003 and 7 (6.0%) in 2012.

**CCHS:** For 2013-14, 7.3% of the faculty identified as African American and a total of 9.7% are minorities. The College has one African-American Associate Dean who is also chair of the Psychiatry Department.

**CCN:** Efforts to increase numbers of minority faculty have resulted in a five year average of 13.0% faculty with racial diversity. Successful strategies include: 1) making personal contacts with diverse colleagues by faculty; 2) growing our own by encouraging minority faculty to return to school for doctoral preparation; and 3) helping with repayment of student loans where possible. CCN currently has four faculty members who are African American (9.8%), one Hispanic faculty member (2.4%), and one Asian American faculty member. The more junior faculty members are being mentored by senior faculty and are also mentoring McNair Scholars students. The College continues to work on diversity of their faculty since an African-American faculty member left this year.

**C&IS:** In Fall 2013, the five-year average for African-American full-time faculty was 6.7% of the College’s faculty. African Americans constituted 8.3% of the College’s full-time faculty. In Fall 2012, four of the College’s five academic departments had at least one African-American full-time faculty member, tenured or tenure-track. The Telecommunication and Film Department notably had three full-time African-American faculty as well as one Hispanic. Advertising and Public Relations had two African-American and two Asian full-time faculty. Journalism and Communication Studies each had one African-American full-time faculty member.

The five-year average for fulltime administrative EEO-1 positions was 13.8% African-American, and in 2013 African-American accounted for 14.3% of fulltime EEO-1 positions. The College’s new Assistant Dean for Administration, an African-American, began his new role at the end of the 2013 spring term. As always, students also worked with or under the supervision of several African-American media professionals in the center for Public Television and the College’s commercial television station.

The College maintains an African-American presence in the faculty, staff and student body and attempts to attract African-Americans to its pool of applicants when fulltime faculty positions are available. Members of the UA Black Faculty and Staff Association (BFSA) continue to be consulted regarding search committees and are frequently included on search committees. Positions are advertised in diversity-themed publications. The College continues to pursue ways to increase the diversity of our applicant pools for faculty and EEO-1 positions with the ultimate goal of further enhancing the diversity of our fulltime faculty and EEO-1 staff. In our recent searches for professional
staff positions, we have had a pool of applicants that reflect both racial and gender diversity, a diverse pool of finalists who were interviewed and in fact, have hired those from racial minority groups for some positions in 2013-2014.

**Education:** In Fall 2012, the Senior Associate Dean of the College of Education was an African-American female, and she was one of four (25%) of the senior level administrators in the college. The College hired one new African-American faculty member for the 2012-2013 academic year. In Fall 2012, African Americans comprised 10.1% of the full-time faculty, an increase from 4.4% in 2003. Seventeen of the 99 full-time faculty (or 17.2%) are non-white, and includes Americans of Asian descent and of Hispanic descent. The number of diverse faculty has increased 21.4% since 2008.

The Department of Educational Studies in Psychology, Research Methodology, and Counseling (ESPRMC) recruited and hired two assistant professors from international ranks - a professor of Rehabilitation Counseling, who is a native of China, and a professor of Educational Neuroscience, who is a native of Turkey. Several minority adjunct faculty members were hired to teach graduate and undergraduate courses.

Carlton McHargh, an African American administrator, Co-Chaired the University’s United Annual Fund Campaign and Chaired the University of Alabama’s Equal Opportunity Committee Standing Committee

The Department of Curriculum and Instruction hired an African American faculty, who was first recruited as a Holmes scholar.

Just as the entire College embraces diversity, the Department of Educational Leadership, Policy and Technology Studies (ELPTS) has contributed to a more diverse faculty and staff by the recent hiring of a Chinese scholar and an Afro-Caribbean scholar in tenure-track positions for Fall 2012. The Chair of ELPTS has initiated a review of admission processes, paying careful attention to those characteristics that may unintentionally exclude students of color.

**Engineering:** Thirty-seven percent of the Fall 2013 Engineering full-time faculty were non-white (black, Hispanic, and other, including non-resident aliens) and blacks represented 4.7% of the total faculty. The College is working hard to promote underrepresented faculty so that they will ultimately be in a position to become administrators in the College. One new African-American and two new Asian Assistant Professors were hired for Fall 2013. Data released from the American Society for Engineering Education (ASEE) indicates that only 2.7% of tenured and tenure-track faculty in Engineering in the country are African American, only 3.9% are Hispanic American, and 14% are women. UA’s College of Engineering, with 4.2% black faculty, 1% Hispanic, and 13.5% women for Fall 2013, compares favorably with those national averages.

**Honors College:** The Honors College had six African-American adjunct faculty instructors teaching in our UHP, CBHP and IHP seminar sessions this past year. In
addition, the College had six adjunct instructors of Hispanic descent and one faculty member with a multi-racial background. This multi-racial UH instructor also participated in our faculty-in-residence program and lived in the Ridgecrest community during the 2012-13 year.

**Human Environmental Sciences**: Minorities comprise 13.0% of HES full-time faculty, with three (4.4%) African-American faculty for 2013-14.

**Law School**: Over the last several years, the Law School has enhanced its ethnic diversity with several tenure track hires or long-term visitor appointments. In 2007, the Law School added Professor Montréal Carodine, an African-American female, and Professor Shahar Dillbary, an Israeli male. Both Professors Carodine and Dillbary, who joined the Law School as Assistant Professors, have since been awarded tenure and promoted to full professor rank. Professor Dillbary also serves as Co-Director of the Cross-Disciplinary Legal Studies Program.

In 2008, Professor Grace Lee, an Asian-American female, joined the faculty. Professor Lee was promoted to Associate Professor, but has elected to remove herself from the tenure track. She now has a long-term contract with the Law School. Professor Alberto Lopez, a Hispanic-American male, joined the faculty in Fall 2013 as a tenure professor. Also, Professor Richard Delgado, a Hispanic-American male and an internationally recognized and acclaimed critical race theory scholar, joined the faculty in Fall 2013 on a long-term visitor contract.

The Law School has also enhanced its gender diversity with several appointments in addition to those mentioned above. Heather Elliott, a white female, was appointed as an Assistant Professor in 2008 and has since been promoted to full professor and tenured. Meredith Render, a white female, was appointed as an Assistant Professor in 2007 and has since been promoted to Associate Professor and tenured. Tanya Cooper, a Pakistani-American female, was appointed Assistant Professor of Clinical Legal Instruction and Director of the Domestic Violence Clinic in 2012. Also that year Anita Kay Head, white female, was appointed as Legal Writing Lecturer. Julie Hill, a white female, joined the faculty as a tenured associate professor in January 2013. Beginning Fall 2014, the faculty will include Professors Mirit Eyal-Cohen, an Israeli female (formerly of the University of Pittsburgh School of Law) and Jenny Carroll, a white female (formerly of the Seton Hall University School of Law).

Recent faculty hiring has increased the gender and ethnic diversity of the faculty. Among full-time permanent employees with instructional roles (this includes tenure track faculty plus administrators who teach), 47% are female and 14.8% are minorities. **Visiting Professors**: The Law School frequently includes African Americans and other minorities as guest speakers, visiting faculty, lecturers, and participants at Law School functions. The Law School hosted visits from President Aharon Barak and Judge Eliza Barak, two leading Israeli legal scholars; Professor Joanne Brant of the Ohio Northern University College of
Law, a white female; Professor Heidi Hurd of the University of Illinois College of Law, a white female; and Michele Goodwin of the University of Minnesota Law School, an African-American female.

The Law School’s senior level administration also reflects diversity. Bryan Fair, an African-American member of the faculty, previously served as Associate Dean for Special Programs but continues to serve as Director of International Programs. He provides leadership to the Law School’s diversity initiatives. Claude Arrington continues to serve as Associate Dean for Academic Affairs. Professor Mary Ksobiech continues to serve as Assistant Dean for Student Services. Glory McLaughlin serves as Assistant Dean and Director of the Public Interest Institute. Professor Anne Hornsby is Associate Dean for Clinical Programs. Becca Brady serves as Assistant Dean for Admissions while Marcus Cotton, an African American, is the Assistant Director of Admissions. In the Advancement Department, Candice Robbins serves as Assistant Dean while Monique Fields, an African American, serves as Manager of Communications.

Social Work: The School of Social Work’s current six-member Administrative Team includes one African American (BSW program chair) and one person of Asian descent (MSW program chair). Of the School’s 34 full-time faculty members in 2013-2014, 21% were African American and 15% other minorities. The School’s faculty diversity enhances the opportunity for students to interact with and learn from individuals from a variety of backgrounds.

Student Affairs: During the 2013-2014 academic year the Counseling Center currently has on staff two minority professional staff members, one minority support staff member who was recruited and hired this year, and one minority graduate assistant.

The Community Service Center demonstrates its commitment to ensuring that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate, and contribute to a global society by composing a diverse professional and student staff. The CSC staff has one African-American female professional member. The Al’s Pals Program had one African-American male graduate assistant.

The Office of First Year Experience and Parent Programs aims to hire a diverse staff that can connect and reach the diverse student and parent population. FYE & PP has recruited minorities within professional, graduate, and undergraduate staff. Professional development training is provided to staff members to promote understanding of the diverse groups of students we serve. Safe Zone and Harbor training is attended by staff members. When selecting upperclassmen student leaders for first-year students, FYE & PP strives to select a team that is representative of the student body.

The Office of Graduate Student Services staff members continue to recruit graduate students with diverse ethnic backgrounds to ensure the pool of applicants in the GA recruitment pool for the division is representative of the campus community.
The Office of Greek Affairs has on staff one minority professional staff member. Furthermore, three of our five student workers employed through our office are minority.

Housing and Residential Communities strives to hire staff that is representative of the residential population that it serves. During the 2013-2014 academic year, HRC recruited one minority professional staff member, currently has on staff three minority professional staff members, one minority support staff member, and three minority graduate assistants along with staff members who identify as part of the LGBTQ community. Professional development training is provided to staff members to promote understanding of the diverse groups of students we serve. Safe Zone and Harbor training is mandatory for all staff members working directly with residents.

The Office of Student Care & Well-being, during the 2013-2014 academic year, was staffed by three females, two of which identify as minorities. The Student Care & Well-being directs the On-Call professionals which include seven females, and three of which identify as minorities. All of our On-Call professionals meet a wide-range of socio-economic statuses and familial backgrounds.

The Office of Student Involvement, during the 2013-2014 academic year, recruited and employed students from a variety of backgrounds to be representative of the student population. Student Involvement has also intentionally targeted a diverse representation of student organizations to be featured in our visible annex spaces located in The SOURCE space. This will provide our students with an increased exposure to perspectives and organizations a variety of backgrounds and experiences. In addition, professional development training will be provided to staff members to promote understanding of the diverse groups of students we serve. Safe Zone and Harbor training will be mandatory for all staff members.

University Programs proudly supports a diverse professional and student staff. Our staff has a vast variety of backgrounds and experiences in order to contribute to better serve our diverse student body. During the 2013-2014 academic year, 19% of staff were male. Employees included ten African Americans and two Asian American. Two of our post-graduate interns were African American, and three of our graduate assistants were minorities. In addition, two of our staff members are international students and we have an active duty military member. University Programs also employs a minority professional staff member. Our student staff has a wide variety of diverse backgrounds, including – but not limited to – studies such as law, research, psychology, communication studies, business and marketing, sports, public administration, and civic engagement and leadership.

The Office of Veteran and Military Affairs worked with Human Resources during the 2013-2014 academic year to identify faculty and staff veterans on campus.

University Recreation’s recent searches for professional and clerical support staff vacancies have reflected finalists with diverse backgrounds and demographics consistent with efforts to increase minority and other ethnicities within departmental professional and support
staff. Hiring searches have been creative in determining non-traditional backgrounds and work experiences to forge increased diversity in the professional staffing areas. Targeted efforts including attendance at national emerging leaders conferences are utilized to identify and assist in recruitment of persons of color.

The *Women’s Resource Center* has a range of minority identities represented on staff. These minorities include various identities of gender, race, class, sexual orientation, religion, and (dis)ability. The Women’s Resource Center actively recruits, hires, and retains people of minorities to enhance the learning environment on campus. All professional and graduate student staff members must complete Safe Zone and Harbor training within the first six months of their employment.

b. **Efforts/Successes in Enhancing Diversity of Student Body**

**Overall Student Enrollment:** As the freshmen class continues to increase in size, the number of African-American students continues to increase as well. In 2009, 575 African-American freshmen comprised 11.0% of the 5,207 freshmen; in 2013, that number increased to 682 or 10.5% of the 6,478 freshmen. In addition, the diversity of UA’s total enrollment has also increased. The table below represents the minority enrollment versus the total enrollment for 2009, 2010, 2011, 2012 and 2013. These changes represent a significant increase in the percentage of minority students, comprising 23.0% of UA’s Fall 2013 enrollment:

<table>
<thead>
<tr>
<th>Minority Category</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,379</td>
<td>3,741</td>
<td>4,071</td>
<td>4,173</td>
<td>4,198</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>169</td>
<td>163</td>
<td>161</td>
<td>148</td>
<td>152</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>367</td>
<td>371</td>
<td>406</td>
<td>427</td>
<td>455</td>
</tr>
<tr>
<td>Hispanic</td>
<td>600</td>
<td>717</td>
<td>789</td>
<td>921</td>
<td>1,042</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>4,515</td>
<td>4,992</td>
<td>5,427</td>
<td>7,609</td>
<td>8,027*</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>28,807</td>
<td>30,232</td>
<td>31,747</td>
<td>33,602</td>
<td>34,852</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minority Percentage</th>
<th>15.7%</th>
<th>16.5%</th>
<th>17.1%</th>
<th>22.6%</th>
<th>23.0%</th>
</tr>
</thead>
</table>

* includes 2,180 non-resident aliens and multi-racial who identify at least one race as African American or black

**A&S:** In recent years, the College’s Diversity Committee has focused on recruiting underrepresented/minority undergraduate students. In doing so, the College emphasized that many of its minority undergraduate students participate in living/learning and learning communities. As a matter of fact, the Parker-Adams program continues to attract African-American students at or above the percentage that they are represented in UA’s undergraduate enrollment. African-American and Hispanic students are also over-represented in the Freshman Learning Community program. These programs offer a sense of community to minority undergraduate students.
Compared to 2012, in 2013, there was an increase of undergraduate minority students in the College, both in number and percentage. In 2013, out of 8,404 undergraduate students in the College, 13% were black and 3.6% were Hispanic. The percentage of black and Hispanic students in 2013 represented an increase over the five-year average, 12.6% and 3.2%, respectively.

In 2012-13, out of 1,385 undergraduate degrees conferred, 157 (11.3%) were awarded to black students. In 2012-13, 40 (2.9%) of the undergraduate degrees conferred were received by Hispanic students. For black students, the number and percentage is above the five-year average, which is 124 and 10.3%, respectively. For Hispanic students, the number and percentage is above the five-year average, which is 36 and 3.0%, respectively.

In comparison to 2012, in 2013, there was no change in the number and percentage of black and Hispanic students enrolled in the College’s graduate programs. In 2012, out of 1,092 graduate students enrolled in the College, 66 (6.0%) were black. In 2013, out of 1,105 graduate students enrolled in the College, there were also 66 (6.0%) that were black. The representation of black graduate students in 2013 is below their five-year average, which is 6.3%. In 2012, there were 35 Hispanic graduate students enrolled in the College, accounting for 3.2% of the College’s graduate students. In 2013, the number remained steady at 35 Hispanic graduate students who also accounted for 3.2% of the College’s graduate student enrollment. The representation of Hispanic graduate students in 2012 is the same as their five-year average, which is 3.2%.

In the College of Arts and Sciences in 2012-13, out of 235 master’s degrees awarded, 17 (7.2%) were received by black students. In 2012-13, out of 87 doctoral degrees conferred, 5 (5.8%) were received by black students. The number and percentage of master’s degrees awarded to black students in 2012-13 is respectively above and below their five-year average, which is 16 and 7.3%. The number and percentage of doctoral degrees awarded to black students in 2012-13 is above their five-year average, which is 3 and 4.3%.

For Hispanic students in 2012-13, there was no change in the number and percentage of master’s degrees awarded. Out of all master’s degrees conferred in the College in 2012-12, seven (3.0%) were awarded to Hispanic students. The number and percentage of master’s degrees awarded to Hispanic students in 2012-13 is identical and below the five-year average, which is 7 and 3.1%, respectively. In 2012-13, doctoral degrees were awarded to three Hispanic students, which represented 3.5% of all such degrees conferred in the College. The number and percentage of doctoral degrees awarded to Hispanic students in 2012-13 is above the five-year average, which is 2 and 2.8%, respectively.

C&BA: The number of black students in C&BA increased 6.76% from Fall 2008 to Fall 2012 (from 577 to 616 students). In Fall 2012, minorities comprised 21.61% of C&BA’s total enrollment.
CCHS:  Minorities comprise 33.7% of the 95 medical students enrolled with CCHS, with 9.5% black student enrollment.

CCN:  The College has worked to increase diversity within the undergraduate and graduate student body.  In 2013, 13.6% of the nursing undergraduate students were African American and 2.5% were Hispanic.  At the graduate level, 28.3% of nursing students were African American and 6.0% were Hispanic. An indicator of success with graduate students is that 8.4% of the master’s degrees and 19.05% of our doctoral degrees in 2012-13 were conferred to African Americans. Our five-year average of undergraduate degrees conferred among African Americans is 7.42%.

We have made some changes in the past three months that we believe will yield significant growth in our minority population over the coming year. We increased the number of students accepted into our incoming upper division nursing courses from 96 to 112 for the Fall 2014 semester. With this change, we were able to increase our acceptance of minority students from 4.2% for our Summer 2014 cohort to 12.5% of our Fall 2014 cohort.

Simultaneously, we have decided to accept two cohorts, rather than one, into our undergraduate RN Mobility program in the coming academic year. This program targets working registered nurses who have associate degrees to assist them in completing baccalaureate degrees. This student population has a much higher minority mix than our traditional nursing student body. We will not see the full impact of these two changes until the 2014 diversity data is released; but we are hopeful that we will see significant movement toward greater nursing student diversity in the coming year.

C&IS:  Graduate Students:  During the past five years the College’s graduate enrollment has decreased from 431 to 385 students. At the same time, African-American graduate enrollment five-year average has been relatively stable at 6.8% the last couple of years. In 2013, it dipped slightly to 6.2%, down from 7.1% in 2012. Hispanic graduate enrollment still trails African American graduate enrollment though also moving in a positive direction. Students designated as “Other” and “Non-resident alien” comprised 11.2% of total graduate enrollment in the College. African Americans received 5.1% of master’s degrees conferred and 16.7% of doctorates conferred by our college in 2012-2013. Undergraduate Students:  African-American undergraduate enrollment in C&IS has been fairly stable over the last five years. The five-year average was 11.2%, nearly identical to the percentage in 2013 (11.4%). It is of particular interest that even as our College enrollment has increased dramatically from about 2100 students in 2009 to nearly 2700 hundred in 2013, the percentage of African American students has kept pace. Non-white students now make up about one-fifth of our college's undergraduate population. Though our Hispanic undergraduate student enrollment in C&IS was at its highest in five years in 2013, Hispanic students still make up only 4% of our undergraduate student population. African Americans received about one in 10 of the undergraduate degrees conferred in
2012-2013. Over the last five years, non-white students have received about 14% of the undergraduate degrees conferred.

Two C&IS faculty members, George Daniels and Jason Black, participated in Tide Together, an initiative of the Graduate School to ensure the retention of graduate students of color. In addition to mentoring one African-American master's student and one Asian Ph.D. student, Daniels also served as a presenter at the Tide Together Writing Boot Camp, which held sessions in the fall and the spring. Additionally, the College through its own Graduate Studies office is working to continue to forge connections with the Southern Regional Education Board (SREB) to recruit additional graduate students of color.

At the undergraduate level, the College through the Capstone Association of Black Journalists held a “Lunch and Learn” in Spring 2014 for students interested in the Chips Quinn Scholars and The New York Times Institute. These two national initiatives target minority students. Representatives from both programs provided brief introduction to the application process and the expectations for students who are selected for the professional development opportunity. Participants were all underclassmen and are eligible to apply in upcoming semesters. It is hoped a similar event will take place in the 2014-2015 school year as the College continues to retain these students as they advance in the major.

The Center for Public Television and Radio and WVUA-TV work with faculty to recruit and train a diverse group of students in all phases of production, from program development to production to broadcasting technology to administrative support.

Education: The number of diverse students has increased overall by 38% since Fall 2008. In Fall 2012, 382 black students comprised 12.4% of the student enrollment in Education, compared to 306 black students for 11.6% of Education’s student enrollment in Fall 2008. In Fall 2012, total minority enrollment was 18.4%. More than 50% of the undergraduate minority students are transfers from community colleges. Therefore, the College regularly sends representatives to local community colleges to educate prospective students on the transfer process to the university and discuss ways in which the College can support their matriculation. Additionally, the College has been successful at maintaining diverse representation in the Student Ambassador Program whose primary function is undergraduate student recruitment. The College has collaborative initiatives with Stillman College which creates a positive presence on that campus and is a useful recruiting tool. The College is successful in recruiting graduate students from HBCU’s into its doctoral programs.

Undergraduate and graduate enrollment data offered by the University indicate progress with minority enrollment. In both cases, the percentage of African American students enrolled exceeded the five year moving average of the College. Similarly, percentage of degrees conferred to African American students at the undergraduate and Masters levels exceeded the five year average. The percentages for the conferral of doctoral degrees were slightly below the five year average. The percentage of African American full-
time faculty hired has remained stable over the past five years, at around 10%, as has the percentage of African Americans hired in full time EEO jobs, at around 20 percent.

**Engineering:** The Fall 2013 undergraduate minority enrollment for the College of Engineering was 9.8% African American (408 out of 4155), 2.5% Hispanic (105 out of 4155), and 7.9% Other (329 out of 4155). The graduate minority enrollment for Fall 2013 was 4.6% African American (15 out of 323), 1.9% Hispanic (6 out of 323), and 47.7% Other (154 out of 323). According to the most recent statistics published by the ASEE (2012), African Americans received 4.2% of undergraduate engineering degrees. In the past five years, the average representation of African Americans among bachelor’s degrees in Engineering was 6.9%; and among graduate degrees, 5.2%.

**Graduate School:** The Graduate School proactively reviews and updates diversity-related goals and action steps not just on an annual basis, but as part of routine operations. It regularly updates these metrics and outcomes into WEAVE, and one of its six expected outcomes directly addresses diversity issues. It is committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates. Data suggest that these efforts are beginning to bear fruit. Although application data in the table below for the 2014 applicant year (students applying for admission to the Spring, Summer, and Fall 2014 semesters) are incomplete, as of mid-June 2014, applications this year will be up 3.4% compared to last year’s, reversing a one-year downturn from the 2012 record. Polls of national peer institutions suggest that many US graduate schools will continue to record application and enrollment declines this year, perhaps due to changes in federal loan programs and continued economic uncertainty. We project Fall 2014 enrollment will be up again, reversing a one-year downturn in 2013.

In coming years, the Graduate School seeks to redouble recruitment efforts aimed at African-American students, but will also increase efforts to target other important underrepresented groups, including Hispanics, Native Americans, international students, and, especially in STEM disciplines, female students.

Over the past five years, the federal government instituted different race identification criteria to replace the previous ethnicity classifications. Perhaps because of these changes the number of students choosing not to disclose their race has risen sharply (e.g., from three applicants in the Fall 2009 applicant pool to ca. 70% of the 2012-2014 pools). Thus, valid comparisons between the 2010-2014 and pre-2010 percentage of Black/African-American applicants are dubious. Based on the 11-out-of-12-year and counting yearly increase in the number of matriculated Black/African-American students, the application percentage number of 17.2% is fairly robust, even if calculated from a pool that represents only 30% of the total applicant pool that elected to designate their race.
<table>
<thead>
<tr>
<th>Recruiting Year (spr, sum, fall)</th>
<th>Total Apps.</th>
<th>% Black/A. Amer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5779</td>
<td>12.6%</td>
</tr>
<tr>
<td>2006</td>
<td>6052</td>
<td>15.3%</td>
</tr>
<tr>
<td>2007</td>
<td>6071</td>
<td>15.0%</td>
</tr>
<tr>
<td>2008</td>
<td>6485</td>
<td>15.6%</td>
</tr>
<tr>
<td>2009</td>
<td>7277</td>
<td>16.5%</td>
</tr>
<tr>
<td>2010</td>
<td>7491</td>
<td>15.8%</td>
</tr>
<tr>
<td>2011</td>
<td>7872</td>
<td>13.0%</td>
</tr>
<tr>
<td>2012</td>
<td>8323</td>
<td>16.5%</td>
</tr>
<tr>
<td>2013</td>
<td>7813</td>
<td>16.0%</td>
</tr>
<tr>
<td>2014</td>
<td>8080*</td>
<td>17.2%**</td>
</tr>
</tbody>
</table>

* Total 2014 applicant number is a conservative estimate for the full recruiting year, based on forecast model of still-incomplete Fall 2014 application numbers as of June 23, 2014, but percentages for Black/African-American and International applicants were accurate as of June 23, 2014.

** Because government reporting criteria for ethnicity and race changed greatly in the past four years, it is difficult to compare 2010, 2011, 2012, 2013 or 2014 race percentages with ethnicity percentages of previous years. The 17.2% figure for percentage of Blacks/African Americans was computed as a percentage of those applicants who declared their race (about 30% of the total applicant pool).

**Human Environmental Sciences:** The number of African-American students continues to increase both at the undergraduate and graduate levels. In 2009, there were 385 undergraduate black students, while in 2013 that number increased to 505. At the graduate level, the number of black students in HES in 2009 numbered 85 while in 2013 this number had increased to 96. The Human Nutrition & Hospitality Management Department is exploring ways to implement a tracking program to assist in developing realistic goals for recruiting underrepresented population groups.

The number of degrees conferred continues to increase at both the undergraduate and graduate levels. In the 2008-2009 year, 83 undergraduate degrees were conferred to black students; by 2012-2013 that number increased to 90. At the graduate level, those who received the master’s degrees increased from 19 in 2008-2009 to 40 in 2012-2013. These numbers are evidence of a commitment to diversity.

**Law School:** Law School enrollment of students from diverse backgrounds has shown modest improvement over the past five years. Enrollment of African-American students in Fall 2013 was 9.3%, slightly above the five-year average of 9.1% and 1.3% above the 2009 level of 8.0%. Hispanic enrollment was 3.1%, above the five-year average of 2.6% and 0.5% above the 2009 level of 2.6%.

**Social Work:** Social Work’s efforts have been quite successful in both the recruitment and retention of African-American students. Graduate student enrollment for 2013 was 31.3% Black, and 7.4% Hispanic and Other. Of the 223 M.S.W. degrees conferred in 2012-2013, 36.3% were Black students and 6.3% were Hispanic and Other. Social Work has the highest percentage enrollment and completion rates of African-American students among
UA graduate programs. The percent of the Black students in UA’s B.S.W. program in 2013 was 34.6%, and 5.1% were Hispanic and Other. Of the 62 B.S.W. students who received degrees in 2012-2013, 56.5% were Black and 1.6% were Hispanic and Other.

Student Affairs: The Blackburn Institute evaluates each of the activities and selection processes to ensure that the Institute promotes and supports diversity of opinion and representation. The Institute provides the students, alumni, and board members with opportunities to provide feedback and suggestions for future programming and other Blackburn endeavors. In the Career Center, continued departmental and organizational collaboration is a priority, with efforts made to ensure the Career Center continues to serve marginalized populations on campus by continuing to foster relationships with diverse groups such as Crossroads Community Center, Capstone International, the Office of Disability Services, LGBT, Black Student Union, Black Faculty and Staff Association, and other organizations with the mission of engaging all students. Staff members in the Community Service Center continue to assess programs and training opportunities for improvement and enhancement of diversity and cultural competency and will continue to focus attention on developing training for program participants and employees surrounding the importance of cultural competency in all volunteer work. The Counseling Center’s current outreach efforts are thought to be effective, particularly in the area of communication and increasing the likelihood that minority students will access its services. Minority involvement in Center services is very near their proportion in enrollment. University Programs assess each event through surveys housed in Qualtrics or Survey Monkey to allow students to participate in formal and informal demographic research efforts and uses polls, discussions, forums, feedback requests and questionnaires after every event. The data collected from these reports helps our office to better gauge diversity progress and increase efforts to make changes when necessary in our event programming, collaboration efforts, and staff training. The Office of Greek Affairs continues to use multiple forms of assessment with regard to programming and student/staff initiatives. Housing and Residential Communities continues its participation in annual assessment activities with specific measures designed to capture data on students’ perceptions and experiences associated with diversity and diverse perspectives. HRC assesses all publications and programs on a continual basis for improvement and enhancement of diversity and our mission. The Office of Fiscal Affairs (Financial Affairs Committee) continued to utilize The Source on-line student organization community to process funding requests in an electronic format. The committee will also improve communication about the allocation process and the requirements for funding by further developing policies and procedures. Additional training and financial planning workshops are also being considered. Staff members in the Office of First Year Experience and the Office of Parent Programs assess all publications and programs on a continual basis for improvement and enhancement of diversity and our mission. This assessment is qualitative (social media, capstone projects, reflection sheets, mid-program evaluations, journals, discussion groups) and quantitative (survey tools). The Office of Graduate Student Services assesses many of its programs through surveys and feedback, and it has been able to tweak and modify a variety of events based on this information. Staff members in the Office of Student Affairs Assessment and Planning continue to assist units within the division with the selection of instruments and measures that will assist staff members in understanding the populations that utilize programs and services. The Office of Student Involvement provides both research and assessment-driven reviews to
determine goals and objectives alignment for diverse program and inclusive outreach to students. Ongoing feedback and surveying is utilized to gain perspective on the effectiveness of programs and outreach. These results are then utilized to improve upon programming efforts and engagement experiences. The application process for UA now provides the opportunity for prospective first-generation college students to self-identify as such. This can aid in our outreach to this population. In addition, we have developed resources and strategies to aid in engaging and identifying out-of-state students. Each summer, the Office of Student Media reviews the effectiveness of diversity efforts and brainstorms changes before the fall term. In 2012, the Office of Veteran and Military Affairs began working with the University Registrar on coding existing students as veterans, service members, or dependents. This is a continual process as we work with other departments across campus to implement self-identification processes of a veteran, service member or dependent. University Recreation departmental senior leadership meets weekly to discuss methods and practices to enhance inclusion in all levels of operations, including professional and student employment opportunities as well as those opportunities to attract and retain a diverse population of participants. University Recreation provides both research and assessment-driven reviews to determine goals and objectives alignment for diverse program and inclusive outreach to all possible participants. A variety of quantitative and qualitative measures are constantly employed to gain feedback on programs, services, and facility access for all populations. An ongoing aspect of assessment within the department is the level and scope of utilization and learning outcomes from all demographic populations. This includes the unique needs and desires of all populations to ensure a healthy mix of programs, services and facility access to complement a diverse population of participants. The Women’s Resource Center actively assesses student learning outcomes for all programs and services. The data reveal that involvement in center initiatives has increased student’s understanding of diverse perspectives and world views.

Intercollegiate Athletics (IA): For several years, IA has asked several questions on its written student-athlete exit interview regarding the student’s perceptions of support for minority students. In addition, follow-up questions related to diversity issues are asked during in-person exit interviews. Minority faculty/staff members conduct in-person exit interviews. The Department of Intercollegiate Athletics will continue to annually review student-athlete exit interviews to assess any concerns identified by student-athletes. In addition, the department evaluates gender and ethnic equality among its student-athlete population using periodic evaluative surveys. Also, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events such as those described under Goal Two above to ensure that these offerings are meeting their intended objectives.

Community Affairs: Center for Community-Based Partnerships (CCBP) staff and students meet on a weekly basis in order to discuss goals and accomplishments related to enhancing diversity within the unit. These meetings focus on supporting a broad-based and consistent effort across the unit, and the enactment of goals within specific ongoing projects. The CCBP provides multiple opportunities for employment for both undergraduate and graduate students, in addition to internships and volunteer experiences. Student employees have been recruited and hired with intentionality, to represent a diverse student demographic. The racial/ethnic background of current student employees is 51% White, 33% African
American, 5% Hispanic/Latino, and 11% Asian. International students comprise 13% of the student employee workforce. International students comprise 13% of our student employee workforce. Students are provided opportunities to work in a diverse learning environment and to work within diverse communities. Crossroads Community Center programs serve as focus groups for students, faculty, and staff to comment on campus life and their relationship to it. Ongoing program evaluation and open campus conversations affect the form of the programming offered. Prevailing theory and best practices in the field guide its implementation.

Office of Equal Opportunity Programs: The University’s commitment to diversity as part of its educational mission was effectively communicated by posting the policies/statements in a variety of venues (websites, direct mail, handbooks, catalogs recruiting materials) and through discussions with various campus groups and individual faculty/staff/students. The education, training and consultation provided to promote awareness and understanding of UA equal opportunity obligations to prevent discrimination and harassment within the University were effective. The training targeted for EO Coordinators in the various colleges and administrative units as well as administrators, managers, supervisors and others responsible for implementation of equal opportunity and affirmative action policies were well attended and generated salient questions and rich discussions on the various subjects. The leading of functional work groups on various accessibility/compliance issues has facilitated timely resolution of immediate campus access problems and enhanced strategies for addressing long-term campus accessibility goals. The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for providing equal opportunity, access/accommodation and increasing diversity among students, faculty and staff. The participation of faculty, staff and students in various seminars, workshops and programs on equal opportunity, access, diversity and inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives throughout the University community.
Table 1

The University of Alabama
Baccalaureate Degree Completions Conferred by Race
1991-92 through 2013-14

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, Non-Hispanic (includes Multiracial Blacks)</th>
<th>% Black, Non-Hispanic (includes Multiracial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multi-racial or Race Ethnicity Unknown</th>
<th>% Multi-racial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>551</td>
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<td>4,434</td>
<td>82.04%</td>
<td>29</td>
<td>0.54%</td>
<td>77</td>
<td>1.42%</td>
<td>140</td>
<td>2.59%</td>
<td>101</td>
<td>1.87%</td>
<td>73</td>
<td>1.35%</td>
<td>5,405</td>
</tr>
<tr>
<td>2012-13</td>
<td>515</td>
<td>10.30%</td>
<td>4,207</td>
<td>84.14%</td>
<td>19</td>
<td>0.38%</td>
<td>53</td>
<td>1.06%</td>
<td>108</td>
<td>2.16%</td>
<td>70</td>
<td>1.40%</td>
<td>28</td>
<td>0.56%</td>
<td>5,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>465</td>
<td>10.37%</td>
<td>3,806</td>
<td>84.92%</td>
<td>17</td>
<td>0.38%</td>
<td>52</td>
<td>1.16%</td>
<td>73</td>
<td>1.63%</td>
<td>55</td>
<td>1.23%</td>
<td>14</td>
<td>0.31%</td>
<td>4,482</td>
</tr>
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<td>3,837</td>
<td>85.97%</td>
<td>29</td>
<td>0.65%</td>
<td>42</td>
<td>0.94%</td>
<td>96</td>
<td>2.15%</td>
<td>37</td>
<td>0.83%</td>
<td>14</td>
<td>0.31%</td>
<td>4,463</td>
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<td>3,665</td>
<td>85.55%</td>
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<td>0.51%</td>
<td>40</td>
<td>0.93%</td>
<td>99</td>
<td>2.31%</td>
<td>31</td>
<td>0.72%</td>
<td>2</td>
<td>0.05%</td>
<td>4,284</td>
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<td>3,166</td>
<td>85.27%</td>
<td>17</td>
<td>0.46%</td>
<td>33</td>
<td>0.89%</td>
<td>73</td>
<td>1.97%</td>
<td>41</td>
<td>1.10%</td>
<td>0</td>
<td>0.00%</td>
<td>3,713</td>
</tr>
<tr>
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<td>2,939</td>
<td>86.49%</td>
<td>17</td>
<td>0.50%</td>
<td>21</td>
<td>0.62%</td>
<td>39</td>
<td>1.15%</td>
<td>31</td>
<td>0.91%</td>
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<td>18</td>
<td>0.57%</td>
<td>30</td>
<td>0.96%</td>
<td>27</td>
<td>0.86%</td>
<td>31</td>
<td>0.99%</td>
<td>0</td>
<td>0.00%</td>
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</tr>
<tr>
<td>2005-06</td>
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<td>2,370</td>
<td>84.19%</td>
<td>13</td>
<td>0.46%</td>
<td>26</td>
<td>0.92%</td>
<td>25</td>
<td>0.89%</td>
<td>34</td>
<td>1.21%</td>
<td>0</td>
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<td>2,815</td>
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<td>2,388</td>
<td>81.47%</td>
<td>22</td>
<td>0.75%</td>
<td>33</td>
<td>1.13%</td>
<td>28</td>
<td>0.96%</td>
<td>49</td>
<td>1.67%</td>
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<td>0.00%</td>
<td>2,931</td>
</tr>
<tr>
<td>2003-04</td>
<td>388</td>
<td>12.83%</td>
<td>2,510</td>
<td>83.00%</td>
<td>13</td>
<td>0.43%</td>
<td>34</td>
<td>1.12%</td>
<td>33</td>
<td>1.09%</td>
<td>46</td>
<td>1.52%</td>
<td>0</td>
<td>0.00%</td>
<td>3,024</td>
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<tr>
<td>2002-03</td>
<td>380</td>
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<td>2,370</td>
<td>81.95%</td>
<td>24</td>
<td>0.83%</td>
<td>36</td>
<td>1.24%</td>
<td>23</td>
<td>0.80%</td>
<td>59</td>
<td>2.04%</td>
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<td>0.00%</td>
<td>2,892</td>
</tr>
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<td>2001-02</td>
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<td>2,237</td>
<td>83.31%</td>
<td>14</td>
<td>0.52%</td>
<td>33</td>
<td>1.23%</td>
<td>20</td>
<td>0.74%</td>
<td>54</td>
<td>2.01%</td>
<td>0</td>
<td>0.00%</td>
<td>2,685</td>
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<tr>
<td>2000-01</td>
<td>302</td>
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<td>2,145</td>
<td>83.34%</td>
<td>18</td>
<td>0.70%</td>
<td>27</td>
<td>1.05%</td>
<td>14</td>
<td>0.54%</td>
<td>71</td>
<td>2.76%</td>
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<td>16</td>
<td>0.62%</td>
<td>16</td>
<td>0.62%</td>
<td>15</td>
<td>0.58%</td>
<td>67</td>
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<tr>
<td>1998-99</td>
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<td>2,279</td>
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<td>9</td>
<td>0.33%</td>
<td>25</td>
<td>0.91%</td>
<td>15</td>
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<td>2,275</td>
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<td>0.48%</td>
<td>18</td>
<td>0.66%</td>
<td>17</td>
<td>0.63%</td>
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<tr>
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<td>2,313</td>
<td>86.21%</td>
<td>16</td>
<td>0.60%</td>
<td>15</td>
<td>0.56%</td>
<td>16</td>
<td>0.60%</td>
<td>65</td>
<td>2.42%</td>
<td>14</td>
<td>0.52%</td>
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<td>11</td>
<td>0.41%</td>
<td>14</td>
<td>0.52%</td>
<td>14</td>
<td>0.52%</td>
<td>65</td>
<td>2.42%</td>
<td>19</td>
<td>0.71%</td>
<td>2,684</td>
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<tr>
<td>1994-95</td>
<td>280</td>
<td>10.05%</td>
<td>2,381</td>
<td>85.49%</td>
<td>7</td>
<td>0.25%</td>
<td>18</td>
<td>0.65%</td>
<td>10</td>
<td>0.36%</td>
<td>73</td>
<td>2.62%</td>
<td>16</td>
<td>0.57%</td>
<td>2,785</td>
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<tr>
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<td>2,664</td>
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<td>12</td>
<td>0.39%</td>
<td>18</td>
<td>0.59%</td>
<td>25</td>
<td>0.82%</td>
<td>67</td>
<td>2.20%</td>
<td>9</td>
<td>0.30%</td>
<td>3,043</td>
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<tr>
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<td>87.46%</td>
<td>15</td>
<td>0.49%</td>
<td>7</td>
<td>0.23%</td>
<td>22</td>
<td>0.72%</td>
<td>53</td>
<td>1.73%</td>
<td>13</td>
<td>0.42%</td>
<td>3,062</td>
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<tr>
<td>1991-92</td>
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<td>2,596</td>
<td>87.79%</td>
<td>6</td>
<td>0.20%</td>
<td>9</td>
<td>0.30%</td>
<td>21</td>
<td>0.71%</td>
<td>97</td>
<td>3.28%</td>
<td>4</td>
<td>0.14%</td>
<td>2,957</td>
</tr>
</tbody>
</table>

Source: OIRA database
Table 2
The University of Alabama
Graduate Degree Completions Confirmed by Race
1991-92 through 2013-14

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, Non-Hispanic (includes Multi-racial Blacks)</th>
<th>% Black, Non-Hispanic (includes Multi-racial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multi-racial or Race Ethnicity Unknown</th>
<th>% Multi-racial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>230</td>
<td>11.49%</td>
<td>1,438</td>
<td>71.86%</td>
<td>9</td>
<td>0.45%</td>
<td>32</td>
<td>1.60%</td>
<td>50</td>
<td>2.50%</td>
<td>184</td>
<td>9.20%</td>
<td>58</td>
<td>2.90%</td>
<td>2,001</td>
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<tr>
<td>2012-13</td>
<td>269</td>
<td>13.30%</td>
<td>1,484</td>
<td>73.39%</td>
<td>10</td>
<td>0.49%</td>
<td>33</td>
<td>1.63%</td>
<td>43</td>
<td>2.13%</td>
<td>139</td>
<td>6.87%</td>
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<td>12.53%</td>
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<td>0.21%</td>
<td>25</td>
<td>1.33%</td>
<td>51</td>
<td>2.72%</td>
<td>142</td>
<td>7.57%</td>
<td>30</td>
<td>1.60%</td>
<td>1,876</td>
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<td>1,344</td>
<td>74.71%</td>
<td>10</td>
<td>0.56%</td>
<td>28</td>
<td>1.56%</td>
<td>49</td>
<td>2.72%</td>
<td>153</td>
<td>8.50%</td>
<td>18</td>
<td>1.00%</td>
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<tr>
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<td>171</td>
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<td>1,155</td>
<td>76.61%</td>
<td>11</td>
<td>0.71%</td>
<td>30</td>
<td>1.94%</td>
<td>23</td>
<td>1.49%</td>
<td>156</td>
<td>10.08%</td>
<td>2</td>
<td>0.13%</td>
<td>1,548</td>
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<tr>
<td>2008-09</td>
<td>167</td>
<td>11.07%</td>
<td>1,138</td>
<td>75.46%</td>
<td>5</td>
<td>0.33%</td>
<td>21</td>
<td>1.39%</td>
<td>32</td>
<td>2.12%</td>
<td>145</td>
<td>9.62%</td>
<td>0</td>
<td>0.00%</td>
<td>1,508</td>
</tr>
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<td>2007-08</td>
<td>145</td>
<td>9.60%</td>
<td>1,138</td>
<td>75.31%</td>
<td>7</td>
<td>0.46%</td>
<td>16</td>
<td>1.06%</td>
<td>15</td>
<td>0.99%</td>
<td>190</td>
<td>12.57%</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>2006-07</td>
<td>153</td>
<td>10.89%</td>
<td>1,070</td>
<td>76.16%</td>
<td>4</td>
<td>0.28%</td>
<td>75</td>
<td>5.34%</td>
<td>18</td>
<td>1.28%</td>
<td>84</td>
<td>5.96%</td>
<td>1</td>
<td>0.07%</td>
<td>1,405</td>
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<tr>
<td>2005-06</td>
<td>145</td>
<td>10.49%</td>
<td>1,018</td>
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Source: OIRA database
Table 3

The University of Alabama
Professional Degree Completions Conferred by Race
1991-92 through 2013-14

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<th>Resident</th>
<th>racial or</th>
<th>racial or</th>
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Source: OIRA database
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<th>% Black, Non-Hispanic (includes Multi-racial Blacks)</th>
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<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
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<th>% Non-Resident Alien</th>
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Source: OIRA database (includes exclusive audits. Law Enforcement Academy included 1975-1997.)
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Source: OIRA database (includes exclusive audits and medical residents.)
Table 7
The University of Alabama
Racial Composition of Full-Time Faculty
Fall 1991 – Fall 2013

<table>
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<tr>
<th>Fall Term</th>
<th># Black, Non-Hispanic (includes Multi-racial Blacks)</th>
<th>% Black, Non-Hispanic (includes Multi-racial Blacks)</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th># Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multiracial or Race Ethnicity Unknown</th>
<th># Other*</th>
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Source: OIRA database
*Until 2007, Other included persons not counted as non-Hispanic Blacks or Whites.
Note: The number of black faculty for Fall 2007 and Fall 2011 does not include one black non-resident alien.
For all other Fall terms beginning with Fall 2006 the number of black faculty does not include two black non-resident aliens.
Note: The 58 black faculty for Fall 2007 includes one faculty member who was inadvertently omitted from IPEDS 10/31/2007 report.
Table 8
The University of Alabama
Racial Composition of Full-Time EEO-1
Fall 1991 – Fall 2013

<table>
<thead>
<tr>
<th>Fall Term</th>
<th># Black, Non-Hispanic (includes Multi-racial Blacks)</th>
<th>% White</th>
<th># White</th>
<th>% White</th>
<th># American Indian or Alaskan Native</th>
<th>% American Indian or Alaskan Native</th>
<th># Asian, Native Hawaiian, or Pacific Islander</th>
<th>% Asian, Native Hawaiian, or Pacific Islander</th>
<th>Hispanic</th>
<th>% Hispanic</th>
<th># Non-Resident Alien</th>
<th>% Non-Resident Alien</th>
<th># Multi-racial or Race Ethnicity Unknown</th>
<th>% Multi-racial or Race Ethnicity Unknown</th>
<th>TOTAL</th>
</tr>
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<td>124</td>
</tr>
</tbody>
</table>

Source: OIRA database
### Table 9: Racial Composition of UA Faculty Applicant Pools

**August 2011 -- August 2012**

Excludes Hires made through Waiver Process

#### Black Hires and Applicants

<table>
<thead>
<tr>
<th>Faculty Hires</th>
<th># of Searches Resulting in a Hire</th>
<th># of Searches with Black Applicants</th>
<th>Faculty Applicants</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>58</td>
<td>38</td>
<td>Total Number</td>
<td>2,431</td>
</tr>
<tr>
<td># Hires Self-identified as Black</td>
<td>7</td>
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<td># Applicants Self-identified as Black</td>
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<tr>
<td>% Hires Self-identified as Black from Total Number</td>
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<td>18.42%</td>
<td># Applicants Self-identified as Black from Total Number</td>
<td>6.09%</td>
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#### Minority Hires and Applicants

<table>
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<th>Faculty Hires</th>
<th># of Searches Resulting in a Hire</th>
<th># of Searches with Minority Applicants</th>
<th>Faculty Applicants</th>
<th># of Applicants Meeting Minimal Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
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<td># Applicants Self-identified as Minority from Total Number</td>
<td>36.69%</td>
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</tbody>
</table>

*Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)*
Table 10: Racial Composition of EEO-1 Applicant Pools
August 2011 -- August 2012
Excludes Hires made through Waiver Process

<table>
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<tr>
<th>Black Hires and Applicants</th>
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<tr>
<td>% Hires Self-identified as Black from Total Number</td>
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</tbody>
</table>

<table>
<thead>
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<th>Minority Hires and Applicants</th>
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<tbody>
<tr>
<td>EEO-1 Hires</td>
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Source: Faculty Hiring Database (covers Full-Time Tenure and Tenure Track searches)